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ABSTRACT

To ascertain the degree of utilization of bilingual programs and the concerns and questions teachers may have about their implementation, the Division of Bilingual and International Education of the Southwest Educational Development Laboratory conducted a study which had four objectives relating to implementation of bilingual education programs in Texas: (1) to develop a procedure for identifying types of programs being implemented in the field; (2) to determine teacher concerns about implementation of selected programs; (3) to determine levels of use of such programs; and (4) to draw conclusions to aid in staff development for such programs. The study involved use of the Concerns-Based Adoption Model (CBAM), designed to conceptualize and facilitate educational change, and had a primary goal of determining the potential applicability of CBAM to bilingual education programs, to develop a process that school districts could utilize to improve the effectiveness and productivity of their bilingual programs. Results indicated that with some modifications the CBAM system of instruments and procedures could provide schools or districts with diagnostic information to build prescriptive intervention strategies which can aid in adoption and implementation of bilingual education programs. Attachments include questionnaires and other instruments, computer coding instructions, and data from the study. (JD)

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FINAL REPORT
of
STAFF DEVELOPMENT IN BILINGUAL SCHOOLING

(Grant No.: OB-NIE-G-78-0208)

NIE Project Officer: Michael O'Malley

by

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I. INTRODUCTION

The development of effective school personnel in bilingual education has been a major concern of educators at the local, state, and national levels, and lack of trained staff has been cited as an important factor influencing the implementation of bilingual education programs (Rand Corporation Study, 1977). An examination of the literature on current practices in staff development for bilingual education reveals that while the need for more and better-trained staff is clearly indicated, an approach for identifying and providing for the specific needs of individual staff members and/or groups of project personnel has not been forthcoming, nor has a process been developed that would generate the information needed to determine the quality of the program and the extent of use bilingual education has reached in particular school districts. Thus, although bilingual education programs have been in operation for a decade, little is known about the degree of utilization by teachers or the concerns or questions teachers may have with regard to implementation. To fill the void, the Division of Bilingual and International Education of the Southwest Educational Development Laboratory, under contract with the National Institute of Education, conducted a study with the following objectives relating to the implementation of bilingual education programs in the state of Texas:

(1) Develop a procedure for identifying types (configurations) of bilingual education programs being implemented in the field;

(2) Determine teacher concerns about the implementation of selected programs;

(3) Determine the levels of use of such programs; and

(4) Draw conclusions based on the findings of levels of use and implementation concerns which will aid in staff development for bilingual education programs.

Concern for a more effective staff development program for bilingual education in the state of Texas was brought into focus in the spring of 1977 when the Texas Education Agency contracted with SEDL to investigate current practices in staff development for bilingual education and to make recommendations for a plan of action that would result in a more effective staff development program for existing bilingual education programs in Texas. At the time it began work on the Survey of Bilingual Education Staff Development in Texas (SEDL, 1977), the staff of the Division of Bilingual and International Education of SEDL embarked on an intensive program of study of current trends in staff development across the nation, paying particular attention to the implication of these trends for the training of teachers to work in a bilingual setting. A thorough review of the literature was undertaken in four related areas: staff development, change and innovation, models of bilingual education, and implementation and effects of bilingual education. Several conclusions were drawn from the literature review, an important one being that a concise and integrated definition of the models of bilingual education, both theoretical and extant, is needed in order to determine the parameters of the educational innovation in the process of implementation in the public schools under the rubric of bilingual education. Secondly, a review of the literature pertaining to the implementation and effects of bilingual education reveals that the bulk of the studies are investigations of the impact of bilingual education on children and summative evaluations of projects that have largely ignored the "degree of implementation" variable. It is clear that the effects, and potential effects, of bilingual education cannot be evaluated adequately until some reliable process is found to determine the level of use that bilingual education has reached in the innovation-adoption process within the classroom, the school, and the district.

After completing a thorough analysis of the context of staff development, the staff decided to look at bilingual education as an innovation in the process of change and to view staff development as an integral component of that innovation. Having been instituted voluntarily on a rather large scale a decade ago, and more recently legally mandated by several states, a number of discrepancies between the current state of implementation of bilingual education and its optimal use still exist. It is apparent that "change" or innovation adoption is not accomplished merely because a decision maker has decreed it. The literature on change and innovation suggests that educational change should be viewed as a developmental process in which the user or group of users progress through stages from nonuse to high levels of use. As all, or most, of the individuals demonstrate a high level of use, the innovation may reach optimal institutionalization.

Recent work by Gene Hall and his associates at The University of Texas Research and Development Center for Teacher Education has resulted in the development of the Concerns-Based Adoption Model (CBAM), designed to conceptualize and facilitate educational change. The model was constructed specifically (1) for the purpose of assisting those in the process of innovation adoption, and (2) to provide a framework within which empirical investigation of the adoption process could be conducted. The CBAM was designed to define the degree of involvement with and quality of use of the innovation by all members within a project staff and to provide the adoption agent (the school or district) with diagnostic information on which to build prescriptive interventions for each user in the system. Prior to the present study, the CBAM had been used to investigate a number of educational innovations but not bilingual education. A primary goal of our study, therefore, was to determine the potential applicability of CBAM to bilingual education in the hopes of developing a process that school districts could utilize to improve the effectiveness and productivity of their bilingual education programs.

II. METHOD

Instrumentation

In determining whether or not it was appropriate to apply the instruments and procedures of CBAM to bilingual education, two preliminary questions were addressed:

(1) Is it reasonable to view bilingual education as an innovation; and

(2) If so, are there any attributes or characteristics of bilingual education which distinguish it from other innovations?

Rogers and Shoemaker (1971) define the term innovation as an idea, practice, or object perceived as new by an individual. Since bilingual education was instituted voluntarily on a rather large scale only a decade ago and even more recently legally mandated by several states, it certainly seems reasonable to view bilingual education as an innovation in the public school systems of the United States. Of greater importance are the distinguishing characteristics of bilingual education. The following list of innovation dimensions and attributes was developed at a working session at the Conference on Research on Dissemination and Utilization held at The University of Texas at Austin on October 6, 1978:

- Mandated versus voluntary
- relative deepness for user (demand on time, etc.)
- implementation costs--high vs. low (energy costs also)
- scope of implementation: no. of participants, grade levels, subjects, etc.
- single instructional subject or objectives versus multiple
- intact innovation versus a bundle or a composite
- whether target focus of implementation is predominately instruction, organization, support, or environment
- materials-supported versus not
- proximity to classroom (classroom, building, district, state, federal levels)

- externally or internally produced
- prespecified or considerable latitude or development
- replicability and exportability
- degree of specific focus on pupil effects
- produce change within organization or do you change organization itself
- stability (evolving versus fixed) over time

There are four distinguishing characteristics of bilingual education that are especially important:

1. it is primarily a legally-mandated as opposed to voluntarily implemented innovation;
2. it comprises several quasi-independent innovations which collecttively are referred to as an "innovation bundle";
3. it is an innovation which is very wide in scope, involving a number of participants, grade levels, subjects, etc.; and
4. it is an innovation which itself is undergoing change, i.e., it is evolving over time as opposed to being fixed.

The CBAM has been used to investigate a number of educational innovations such as team teaching, modules in teacher education, elementary science curriculum, and Individually Guided Education (Hall & Loucks, 1977), all of which differ from the innovation of bilingual education in one or more of the above attributes. However, as will be discussed below, it is possible to modify and supplement certain of the model's instruments and procedures in order that it can be applied to the unique requirements of bilingual education.

The CBAM postulates two dimensions along which individuals grow as their familiarity with and use of an innovation increases; Stages of Concern About the Innovation (SoC) and Levels of Use of the Innovation (LoU). Two instruments were developed to assess where an individual stands in relation to the adoption of an innovation: the SoC Questionnaire and the LoU Interview. The SoC Questionnaire measures the individual's level of concern about the innovation, while the LoU Interview focuses on the behavioral aspects of the individual's involvement with a change. Both instruments are based on the CBAM, which assumes (1) that the process of change involved in the adoption of innovations by individuals within formal organizations is a highly personal and lengthy one which affects individuals differently; and (2) that the only way to know for certain whether and how an innovation is being used is to assess each individual's concern for and use of the innovation directly.

Stages of Concern Questionnaire

A logical consequence of the CBAM is that an individual's concern with an innovation will differ in type according to her/his closeness to and involvement with the innovation. Hall, George, and Rutherford (1977) identified seven stages of concern about the innovation (see Attachment I) and further demonstrated that one's movement through these stages is a developmental process in which earlier concerns must first be resolved (lowered in intensity) before later concerns emerge (increase in intensity). To provide a measure of Stages of Concern, Hall and his colleagues developed a 35-item Stages of Concern Questionnaire which was validated over a three-year period. The SoC Questionnaire was used in cross-sectional and longitudinal studies of 11 different educational innovations and was tested for estimates of reliability, internal consistency, and validity. Based on the extensive and highly detailed psychometric data obtained from these study, Hall, et al., concluded that the SoC Questionnaire accurately measures Stages of Concern about the Innovation.

The SoC Questionnaire consists of three components: (1) an introductory page, (2) 35 test items, and (3) a demographic page (see Attachment II). The SoC Questionnaire remains the same for different administrations, only the name of the innovation is changed on the introductory page. The phrase "bilingual education" was, therefore, inserted at the appropriate point on the introductory page. The purpose of the introductory page is threefold: (1) to present the purpose of the instrument; (2) to explain and show through examples how to complete the instrument; and (3) to indicate which "innovation" the individual is to consider when responding. The next two pages of the questionnaire contain the 35 items to which the individual responds. The respondent marks each item on a 0-to-7 Likert scale according to the degree to which it is true that the item describes a concern felt by the individual at the present time. The third part of the questionnaire is the demographic page, which the staff developed to determine possible relationships between various demographic variables and the type of program being implemented, its degree of implementation, and the level of concerns of those involved. The information obtained on each teacher includes grade level taught, number of years at present school, number of years involved in bilingual education, proficiency in Spanish, Texas Education Agency certification status, specialized training in bilingual education, and highest degree earned. The questionnaire can be issued by mail or in person and can be administered to a group or to an individual; it takes approximately 10 to 15 minutes to complete.

Levels of Use Interview

The CBAM postulates eight levels of use that individuals demonstrate as they move from nonuse to highly sophisticated use of an innovation (see Attachment III). To measure Levels of Use, the CBAM project staff developed a focused interview that involves a branching format with specific questions and follow-up probes (Loucks, Newlove, & Hall, 1975; see Attachment IV). Data from change research and evaluation studies indicate that the eight different LoU's can be reliably measured using the "focused interview" technique (Hall & Loucks, 1977). Furthermore, the results of a study conducted by Hall and Loucks using an ethnographic methodology attest to the validity of the LoU Interview procedure.

The list of questions that should be included in the interview are presented in Attachment V. The interview can be conducted by telephone or in person and follows a conversational format. Its length varies according to the talkativeness of the user and the degree of her/his involvement with the innovation, but typically it takes approximately 20 minutes. The interview is conducted by a trained interviewer who is thoroughly familiar with the innovation that is the focus of the interview. The interviewer is trained to probe for information related to (1) the overall level of use; (2) the decision points which separate each level; and (3) categorical information that represents additional data points within a level. The interview is tape-recorded and later evaluated by trained raters.

Bilingual Classroom Questionnaire

An important characteristic of the LoU Interview is that it is not specific to any one innovation, since fundamentally different types of questions are not required for different innovations. However, to adapt the LoU Interview to the complex innovation of bilingual education, it was first necessary to specify the frame of reference of the innovation, a process which involved three interrelated steps:

(1) Develop a basic definition of bilingual education based on existing theoretical considerations;

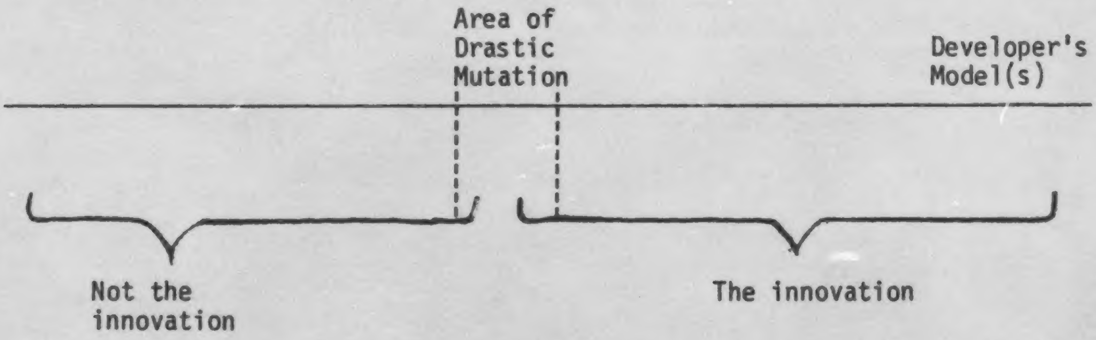
(2) Develop a procedure for identifying the different patterns of use ("configurations") of bilingual education; and

(3) Develop guidelines and/or distinguishing characteristics for what constitutes use of bilingual education.

Such information is required to enable the interviewer to obtain the information necessary to make a "use/nonuse" judgment at the first decision point in the branching LoU Interview.

The focus of much of our early work was the development of a procedure for determining the configurations of bilingual education being implemented in the SEDL service area. For many innovations it is possible to identify key characteristics or components for which variations in the innovation can be observed. Specific innovation configurations are operationally defined in terms of variation in the selection and use of innovation components. Hall and Loucks (1978) describe a procedure for identifying configurations which involves determining the components and component variations that describe the innovation in use. The more components and the more variations within components, the greater the number of configurations for a given innovation. For innovations having a large number of components, such as bilingual education, it is necessary to select the "key" components of the innovation in order to reduce the number of possible configurations to a manageable set of dominant patterns.

In their paper Hall and Loucks also discuss the notion of a "configuration continuum," which is illustrated below (p. 12):



At the far right of the continuum lies the developer's model. As additional variation in the original model is introduced, the resulting configurations approach the Area of Drastic Mutation, the zone beyond which modified forms of the original innovation are no longer accepted as the innovation.

Applying the concepts of innovation component and configuration continuum to the innovation of bilingual education, we have developed a continuum of 14 possible dual-language program structures, each being defined in terms of variation on three major components:*

1. Percent of instruction time of language arts which is devoted to Spanish language arts (i.e., reading and writing in Spanish and Spanish oral language development).
2. Percent of instruction time of content areas other than language arts which is taught in Spanish (i.e., mathematics, science, social studies, music, etc.).
3. Grade levels at which such instruction is provided.

In sum, the three most important distinguishing instructional variables seem to be amount of instruction of the language, amount of instruction in the language, and the grade levels at which such information is included.

The type of possible dual-language program structures range from those in which very little Spanish is included in the curriculum to those in which both English and Spanish are used as the medium of instruction in all curricular domains. As shown below the continuum of program structures may be divided into three groups: (1) programs which do not satisfy minimum requirements to be classified as bilingual programs, (2) transitional programs, and (3) maintenance programs.

Non-Bilingual Programs	Transitional Programs	Maintenance Programs
1 2 3 4	5 6 7 8 9	10 11 12 13 14

---

*Dr. Ernesto Zamora of the Texas Education Agency worked closely with the staff in developing the continuum and is largely responsible for providing definitions of the 14 program structures.

The division between non-bilingual programs (1-4) and the remaining two groups of programs (5-14) provides the basis for a definition that may be used in making the "use/nonuse" decision described earlier. It is also the analog to the Point of Drastic Mutation of configuration continuums.

Transitional programs are those in which Spanish is utilized as an instructional vehicle solely to facilitate the acquisition of English language skills. Instruction in Spanish is provided in decreasing amounts as instruction in English is increased up the grade levels until all of the curriculum is taught in English. In essence, the ultimate aim is to exit the child from this dual-language curriculum to a single-language curriculum (i.e., the regular English-only program). Maintenance programs also utilize both languages as vehicles for teaching and learning, but unlike traditional programs, after instruction in Spanish is gradually decreased and English increased, instruction continues on a 50/50 basis at a predetermined point as the student moves up the grade levels. By maintaining and developing both languages throughout the educational program, the ultimate aim is for the student to become bilingual-bicultural with a capability to think and function in either language. The definitions of the 14 program structures are presented below:

Non-Bilingual Programs

1 - Regular All-English Program (RAEP)

2 - RAEP plus English-As-A-Second Language Program

3 - RAEP plus foreign language (e.g., Spanish) in elementary school

4 - RAEP plus non-English language (N-EL) used for giving instruction and clarification only

Transitional Programs

5 - Programs of this type develop understanding and speaking skills in both English and Spanish; reading and writing skills, however, are developed in English only. The academic subjects (e.g., math, science, social studies) are generally taught via the English language.

6 - Programs of this type provide the regular English curriculum with a Spanish arts component (e.g., understanding, speaking, reading, and writing). No subject area instruction is provided in Spanish.

7 - Programs of this type provide the regular English curriculum with selected (a portion of) subject areas taught via Spanish. No Spanish arts instruction is provided.

8 - Programs of this type develop understanding, speaking, reading, and writing skills in both English and Spanish concurrently but in unequal amounts (time and treatment). English is used as the basic language of instruction, with the development of reading and writing skills in Spanish in cultural topics via social studies, literature, and art; while other subjects (e.g., math and science) are taught primarily in English.

9 - Programs of this type develop understanding, speaking, reading, and writing skills in both English and Spanish concurrently but in unequal amounts (time and treatment) and use Spanish as the medium of instruction in some curricular domains (e.g., social studies, music, art) and some in English.

10 - Programs of this type develop understanding, speaking, reading, and writing in both English and Spanish concurrently but in equal amounts (time and treatment) and use both languages as media for instruction in all curricular domains (e.g., math, science, social studies).

Maintenance Programs

11-14 - Maintenance programs develop understanding, speaking, reading, and writing skills in both English and Spanish concurrently and first in unequal, then equal amounts. Specifically, instruction in Spanish is gradually decreased as the English language is increased. At a predetermined point instruction continues on a 50/50 basis as the child moves up the grade levels. Both languages are used as media for instruction in a portion of or all of the curricular domains (i.e., math, science, social studies).

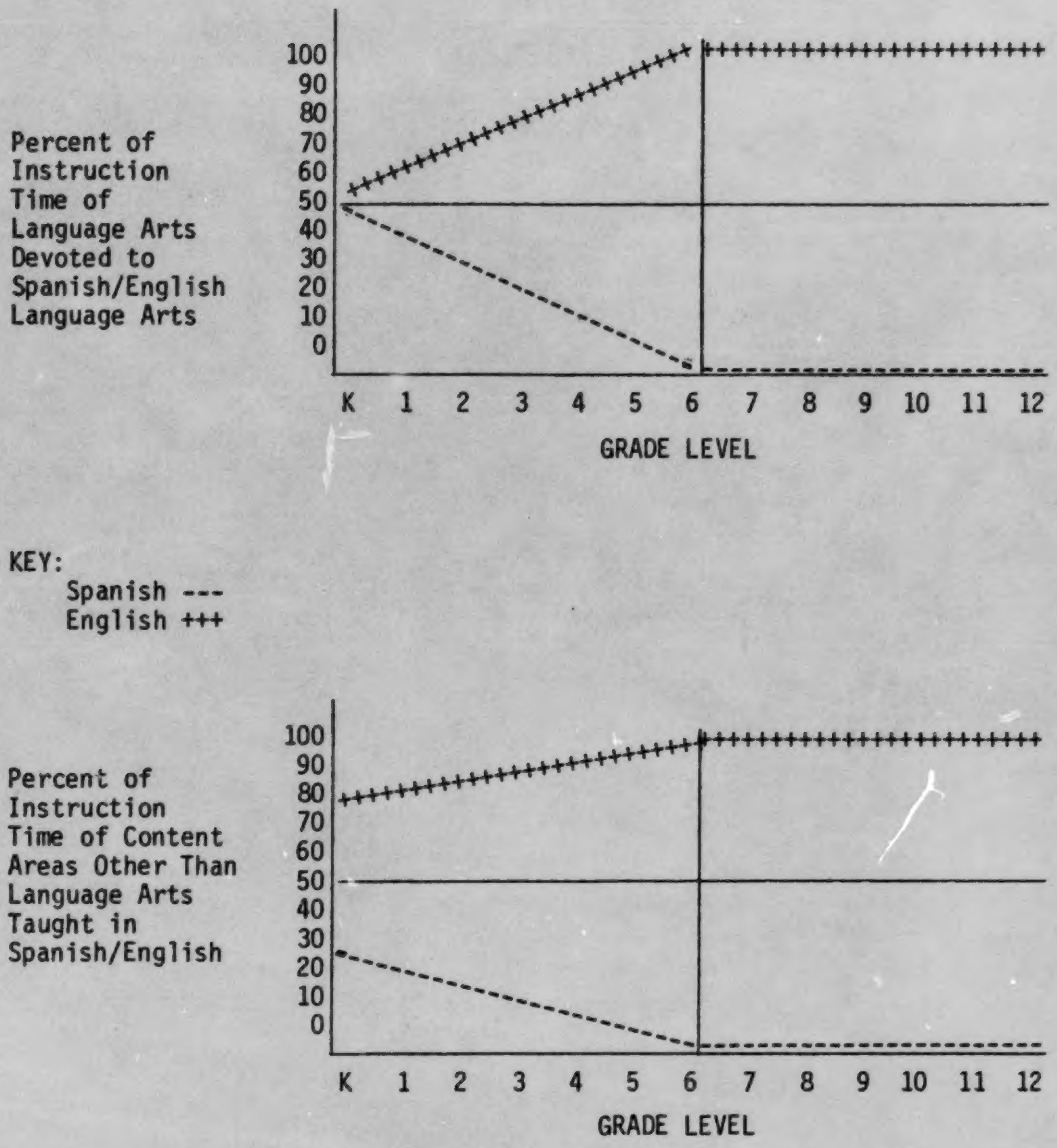
11 - At the secondary level, the regular English curriculum is offered, in addition to a Spanish language arts component (e.g., the "Spanish S" program or Spanish for Spanish speakers; Spanish-as-a-second language for non-native speakers of Spanish).

12 - At the secondary level, the regular English curriculum is offered, with some subject areas taught in Spanish (e.g., social studies), but in unequal amounts.

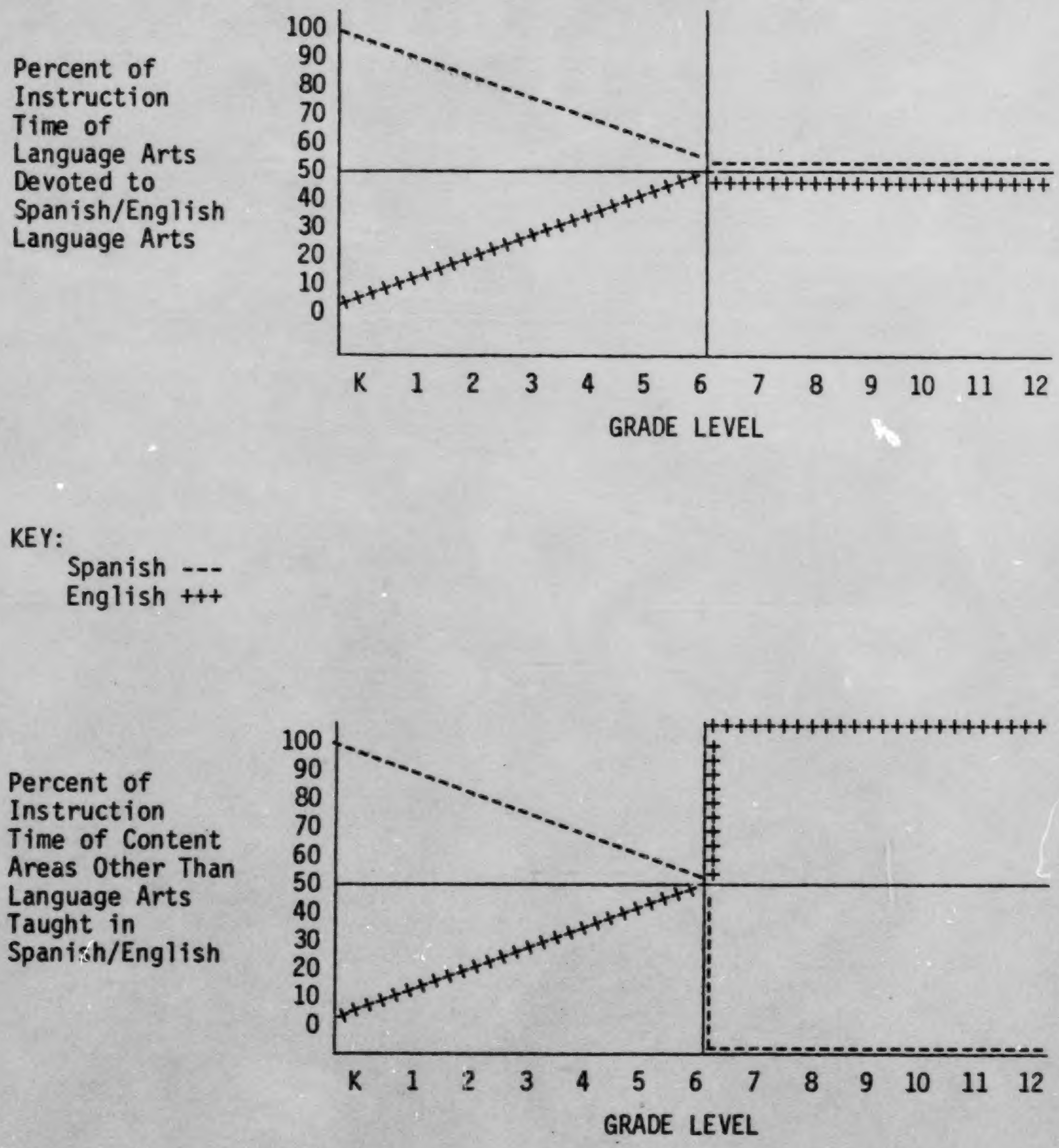
13 - At the secondary level, the regular English curriculum is offered, with some subject areas taught in Spanish and some Spanish language arts instruction provided, but in unequal amounts.

14 - At the secondary level, the skills of understanding, speaking, reading, and writing are developed in both English and Spanish and both languages are used as media of instruction in all curricular domains. Both languages are used in equal (50/50) amounts.

It is possible to represent graphically the differences between the various program structures by plotting variations on the three major components described earlier. Consider the definitions for program structures 9 and 11, the former being a transitional program and the latter a maintenance program. Assuming a sixth grade transition point for both types of programs, the following sets of graphs depict prototypical curriculum patterns for the two types of program structures. Similar sets of graphs for the transitional and maintenance programs are included in Attachment VI.



Curriculum Patterns for Program Structure 9



Curriculum Patterns for Program Structure 11

Once a set of variables or components was derived which differentiate between program types, the next step was to develop a process to gather data on configurations of bilingual education programs in the field. Ideally, the determination of program type would be based on extensive classroom observations and/or teacher interviews. In most cases, however, such an approach would greatly exceed the resources of the school district. The staff therefore decided to develop a questionnaire that would solicit the following kinds of information from each teacher involved in a bilingual education program:

(1) What subject areas and/or instructional activities are provided to the teacher's homeroom students throughout the day (concurrent activities are listed separately)?

(2) For how long is the instruction provided and what is the anticipated duration of the activities (e.g., two weeks, one day each week, all year long, etc.)?

(3) What are the language classifications of the student or group of students within each instructional activity (balanced bilingual, monolingual English, monolingual Spanish, Spanish dominant, etc.)?

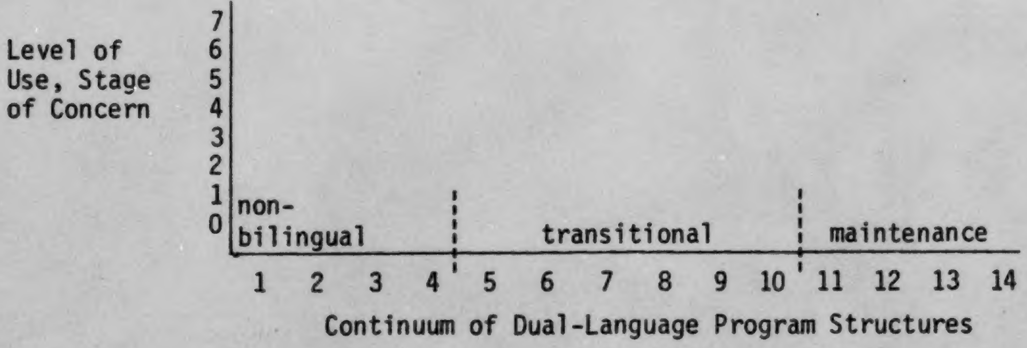
(4) Who is the primary instructor of the activity (teacher, teacher aide, resource teacher)?

(5) In what language is the activity conducted (including both language of instruction and language of materials)?

It was felt that a questionnaire requiring such information on each student in the classroom would be asking too much of the teacher's time. The staff, therefore, developed, pilot-tested, and refined the Bilingual Classroom Questionnaire (see Attachment VII) which essentially amounts to asking the teacher for her/his current and projected daily schedule of classroom activities. For each activity indicated, the teacher was asked to simply check off the language categories of the students within each instructional activity, the primary instructor, the language of instruction, and the language of materials.

Originally it was hoped that a few questions at the beginning of the LoU Interview would be sufficient to determine the type of program being implemented, but with an innovation as complex as bilingual education, such a procedure is not possible. We, therefore, decided to ask the teachers involved in the study to first complete the Bilingual Classroom Questionnaire. The data from the questionnaire would then be analyzed, and if further information was needed, additional questions would be presented at the beginning of the LoU Interview, which would be conducted on a separate occasion.

It was anticipated that the CBAM instruments and the Bilingual Classroom Questionnaire would provide the basis for locating a given bilingual program (collapsing across classrooms at the school and/or district level) along two conceptually independent dimensions, the program dimension and the Levels of Use, Stages of Concerns dimension, as shown below (since Levels of Use and Stages of Concern are aspects of the same developmental process, congruency in the relationship between the two over a period of time can be noted if the adoption is progressing satisfactorily):


Level of Use, Stage of Concern
7
6
5
4
3
2
1
0
non-bilingual
transitional
maintenance
1
2
3
4
5
6
7
8
9
10
11
12
13
14
Continuum of Dual-Language Program Structures

Sites

Since a primary goal of our project was to develop a process that school districts could use to improve the effectiveness and productivity of their bilingual education programs, the staff felt it desirable to test the instruments and procedures in as wide a variety of circumstances as possible to insure broad applicability of our products and findings. We originally identified four operationally defined dichotomous variables that should be considered in site selection. These were:

(1) Concentrations of Spanish surnames (high, low)
(2) Type of program (transitional, maintenance)
(3) Geographical setting (urban, rural)
(4) Length of time program has been in effect (old, new)

The four variables can be combined in 16 different ways ($2^4 = 16$), but it was discovered that three of the variables--type of program, concentration of Spanish surnames, and length of time program has been in effect are highly correlated, reducing the number of combinations to four. We, therefore, planned to conduct our study in four school districts, two of which were implementing maintenance programs and the other two transitional programs, with one of the maintenance programs being located in a rural setting and the other in an urban setting, and likewise for the two transitional programs. Accordingly, sites in the following towns and cities were secured:

(1) El Paso, Texas - urban, maintenance
(2) Fort Worth, Texas - urban, transitional
(3) Canutillo, Texas - rural, maintenance
(4) Bishop, Texas - rural, transitional

The instruments and procedures were tested during the 1978-1979 school year, with the SoC Questionnaire being administered first, the Bilingual Classroom Questionnaire second, and the LoU Interviews conducted last. The testing schedules for the four school districts were staggered somewhat in order that necessary modifications and refinement in the instruments and procedures could be completed prior to further testing in subsequent districts.

III. RESULTS AND DISCUSSION

SoC Questionnaire

The SoC Questionnaire was group administered to 100 elementary school teachers in Site One, 110 teachers in Site Two, 22 in Site Three, and 11 in Site Four. In all but one site, the number represents all the teachers in the bilingual program. The data from the SoC Questionnaire were analyzed to determine individual and collective concerns that teachers have about the implementation of bilingual education programs in their district.

The data were scored using the guidelines included in the SoC Questionnaire Manual (Hall, George, & Rutherford, 1977). Each of the seven Stages of Concern is allotted five statements on the questionnaire (see Attachment VIII). The raw score for each stage is obtained by adding the responses to those five statements. These scores are then converted into percentile scores by using the Stages of Concern Raw Score-Percentile Conversion Chart, based on normative data collected by Hall, George, and Rutherford (see Attachment IX). Hall, et al., describe a variety of data analysis procedures, but the most sensitive interpretation of concerns data is Profile Interpretation. By plotting individual or group mean percentile scores for each stage on a graph, it is possible to determine where the group or individual falls with respect to the hypothesized growth sequence of concerns (see Attachment X).

To facilitate the processing of the data a computer program developed by CBAM project personnel to score the SoCQ was implemented on the SEDL computer. The processing capabilities of the program enabled the staff to generate the following analyses for each site:

(1) Overall group profile for participating teachers;

(2) Group profiles by grade level;

(3) Group profiles by amount of experience in bilingual education;

(4) Group profiles by amount of experience within grade level (when n was of sufficient size);

(5) Raw group data by grade, experience, and experience with grade level;

(6) Raw data for individual teachers.

The overall group profiles for the four sites are presented in Attachment XI. An examination of the graph indicates that the teachers from the urban sites have particularly intense Stage 1 and Stage 2 concerns, which are frequently observed as occurring together. A high score on Stage 1 indicates that teachers want more information about bilingual education, while a high Stage 2 score indicates that teachers have intense personal concerns about bilingual education and its consequences for them. While these concerns reflect uneasiness regarding the program of bilingual education, they do not necessarily indicate resistance. The teachers of the rural sites generally exhibited lower concerns, with the exception of high Consequence and Collaboration concerns (Stages 4 and 5) being exhibited by the teachers of one of the rural sites. This would be indicative of an advanced stage of implementation adoption in that the teachers are more concerned about the impact the innovation is having on their students than about the consequences it is having for themselves.

Two findings from our study resulted in modifications and additions to the SoC Questionnaire. One concerns some minor changes in the instrument itself. The SoCQ was first administered to 100 teachers in Site One. The teachers indicated that some of the words that appeared in the test items--namely, "innovation," "method," and "approach"--were too vague and unclear and suggested that they be replaced with the phrase "bilingual education." After consulting with members of the CBAM project staff, it was agreed that "innovation" and similar words could be replaced with "bilingual education" without adversely affecting the validity of the questionnaire. The revised questionnaire was administered to 11 teachers in Site Four. The favorable feedback received from the teachers suggests that replacing the word "innovation" with "bilingual education" increases the clarity of the test items.

A substantial number of teachers in the study also indicated confusion over the wording of the following items:

> I would like to know what resources are available *if we decide* to adopt bilingual education.
>
> I would like to determine how to supplement, enhance, or *replace* bilingual education.
>
> I would like to know how bilingual education is better than *what we have now*.

Much of the confusion appears to stem from the fact that bilingual education is, for the most part, a legislatively mandated innovation. For this reason it does not make much sense to talk in terms of what resources are available "if we decide" to adopt bilingual education, or how one might "replace" bilingual education, or how bilingual education is better than "what we have now." Although the instructions to the questionnaire indicate that the respondent should circle "0" for items which seem irrelevant, it was felt that leaving the items in their present form might result in a loss of valuable information and adversely affect the psychometric qualities of the instrument. The following minor changes in wording are therefore suggested:

> I would like to know what resources are available for bilingual education.
>
> I would like to determine how to supplement, ehnance, or modify bilingual education.
>
> I would like to know how bilingual education is better than what we had in the past.

An analysis of the data obtained with the SoCQ resulted in an important addition to the instrument. Although for each site the group profiles for the different grade levels tend to be very similar and reflect the overall pattern, the group profiles for varying amounts of experience reflect a different pattern. The data indicate that the group profiles for the inexperienced teachers of our larger sites closely approximates the prototypical profile of new innovation users (which is illustrated in Attachment X), but that the profiles of the more experienced groups tend to deviate from the prototypical profiles of more experienced users. Specifically, the more experienced teachers exhibited higher level concerns (as expected), but also continued to exhibit low level concerns (especially informational concerns). The group profiles for varying amounts of experience in bilingual education for the Site Two and Site One teachers are presented in Attachment XII.

It is likely that this pattern is due to the highly complex nature of bilingual education, which consists of several individual innovations (collectively referred to as an "innovation bundle") that cannot be implemented all at once. (Examples include Spanish reading, English as a second language, culture, Spanish mathematics, grouping by language classification, etc.) Because bilingual education is such a wide ranging innovation, many districts begin with low level transitional programs that eventually evolve into more advanced programs as better trained staff, more materials, etc., become available. In addition to being phased in gradually, the innovation itself is undergoing change as a result of modification in legal guidelines and the reporting of recent research on bilingual education (much of which was initiated after bilingual education was legally mandated). Since the innovation is continually undergoing change, it is not surprising that more experienced users continue to exhibit high informational concerns. The high personal concerns exhibited by experienced teachers probably reflects another feature of bilingual education; namely, that its implementation requires a highly coordinated effort across classrooms and grade levels, a responsibility that all too often rests in the hands of a disinterested or untrained principal who opposes the implementation of bilingual education.

An item analysis of the data and discussion with teachers having differing amounts of classroom experience suggest that even though more experienced teachers continue to exhibit high informational concerns, the type of information sought differs from that of the less experienced teachers. More experienced teachers tend to seek information on the implications of recent changes in the innovation, whereas the informational needs of the less experienced teachers are more general in nature. In its present form the SoC Questionnaire is not sensitive to the different informational needs of bilingual education teachers, nor can it capture the depth and variety of such needs which stem from the complexity and scope of the innovation. The Professional Development Questionnaire was, therefore, developed as a supplement to the SoC Questionnaire to provide more detailed data on the specific informational needs of bilingual teachers (see Attachment XIII). The PDQ consists of 62 items which were drawn from published competency lists based on the opinions of experts and on research studies available in the literature on bilingual education and teacher effectiveness.

The PDQ was administered to the teachers of three sites. The analysis of the PDQ data consisted of three activities:

(1) Compiling the highest priority items for each teacher; i.e., obtaining a listing of the items for which the greatest need was indicated;

(2) Rank ordering of highest priority items for different groupings; i.e., overall, by amount of experience, by grade level, and by school; and

(3) Performing a cluster analysis of high priority items for each group.

This procedure provided for several options in the development of staff development activities, since the data were organized and examined in a variety of ways (see Attachment XIV for an example of data organized by grade level). An improvement in the PDQ would be to have the teacher indicate at the end of the questionnaire the high priority items (say three or four) on which she/he desires immediate help. There were numerous instances in which teachers marked ten or more items for which help was sought "to a great extent."

Bilingual Classroom Questionnaire

Our field work with the Bilingual Classroom Questionnaire indicates that a moderate amount of "front end" work needs to accompany the administration of the instrument to insure overall quality of the data. Specifically, teachers need to be encouraged to use generic descriptions of instructional activities, rather than textbook titles, developer's or publisher's names, etc. Also, since the language categories of the students within instructional groups play a major role in determining the type of program being implemented, care must be taken to insure that teachers understand the set of language category definitions used in the questionnaire.

To handle the data from the BCQ two computer programs were written, one for cleaning the data (the BCQERR) and the other for processing the data themselves (the BCQTAB). An overview of the system for coding, cleaning, scoring, and analyzing the data from the BCQ is presented below (the coding instructions for the BCQ, the deck structures for the BCQERR and BCQTAB programs, and the BCQERR and BCQTAB programs themselves are presented in Attachments XV, XVI, XVII, and XVIII, respectively):

STEP 1: FRONT END WORK

Provide rationale for completing instrument. Carefully go over instructions with teachers. Work through some examples. Answer questions.

STEP 2: ADMINISTER QUESTIONNAIRE

Have teachers bring classroom schedules and complete questionnaire in presence of administrator, in case questions arise.

STEP 3: DATA CLEANNING AND CODING

Check questionnaire over for common errors and correct, if possible. Transfer information to coding sheets according to procedures specified in coding booklet.

STEP 4: KEY PUNCH DATA, RUN ERROR PROGRAM (BCQERR)

If output from error program indicates the presence of errors in coded input, read diagnostic information and make necessary changes.

STEP 5: RUN MAIN PROGRAM (BCQTAB) ON CORRECTED INPUT

Program output includes (1) information pertaining to each type of instructional activity occurring in classroom; (2) individual teacher summaries for language arts, major content areas, and minor content areas; and (3) summary information collapsed across groups of teachers.

STEP 6: DATA ANALYSIS

The control cards for the program provide for various options, selected according to whether the primary focus or unit of analysis is the classroom, school, or district. To determine program type, plot values corresponding to key distinguishing variables and compare resulting pattern with prototypical patterns.

The purpose of the BCQTAB program is to generate the necessary descriptive information to determine the configurations of existing bilingual education programs. As noted earlier, the key distinguishing instructional variables of bilingual education programs seem to be:

(1) Percent of instruction time of language arts devoted to Spanish language arts.

(2) Percent of instruction time of content areas other than language arts which is taught in Spanish (this should be broken down into minor and major content areas; see discussion below).

(3) Grade levels at which such instruction is provided.

In order to analyse the data from the BCQ in terms of these components, certain assumptions and concepts are incorporated into the computer program developed to process the data. Specifically, since language group autonomy cannot be assumed (i.e., monolingual Spanish-speaking children, for example, may appear in more than one instructional activity, but may or may not be the same monolingual Spanish children), the program calculates the total amount of time devoted to each type of instructional activity (some of which may be concurrent activities). The percent of time in which one or more children of a given language type participates in an instructional activity (e.g., reading) is then calculated for each language group (this is called the "participation percent"). For each language group, the total amount of time in which one or more children of that language groups participates in language arts activities is divided into two parts, the proportion devoted to Spanish language arts and the proportion devoted to English language arts. A similar procedure is used with the major and minor content areas. This information is then collapsed across teachers at each grade level to determine the type of program being implemented. Provided that computer facilities are available, a system like the one described above is especially useful in large metropolitan school districts, where the resources and staff of those involved in administering bilingual education programs are typically quite limited.

The first page of the printed output provides the general definitions and abbreviations used in the analysis of the BCQ data (see Attachment XIX for examples of printed output). The next section contains information on each teacher who completed the BCQ; specifically, information pertaining to each type of instructional activity occurring in her/his classroom and individual teacher summaries for the language arts, major content areas, and minor content areas. For the kindergarten classroom represented in Attachment XIX eight distinct types of instructional activities are provided throughout the day. It should be noted that the total time allotment indicated for an activity type may result from summing the amounts of time associated with activities of the same type that take place concurrently, as would probably be the case if the teacher had an aide or resource teacher in the classroom. Therefore, it is possible for the sum of the time allotments to exceed the instructional day. For each type of instructional activity, the time and percent breakdowns are provided for the primary instructor(s) of the activity, the language of instruction, language of materials, and language classifications of the children participating. For the example given, "other Spanish language arts" refers to reading readiness activities, since this is a kindergarten classroom. Following the information on each type of instructional activity are individual teacher summaries for the language arts, major content areas, minor content areas, and all content areas combined (see pages 3 and 4 of the example output). The last section of the output contains summary information collapsed across groups of teachers. In the example provided in Attachment XIX the group (n=18) comprises a sample of first grade bilingual education teachers at one of our urban sites.

The average participation percents for the language arts and content areas at various grade levels for LESA children participating in the bilingual programs of our two urban sites is presented below (the data were generated by the BCQTAB program):

Urban Site #1

		LANGUAGE ARTS		CONTENT AREAS	
Grade	n	Spanish (%)	English (%)	Spanish (%)	English (%)
K	7	34	66	54	46
1	10	33	67	48	52
2	11	22	78	39	60
3	6	16	84	20	80
4,5	5	7	92	10	89

Urban Site #2

		LANGUAGE ARTS		CONTENT AREAS	
Grade	n	Spanish (%)	English (%)	Spanish (%)	English (%)
K	10	37	62	42	57
1	18	76	23	28	71
2	5	73	26	17	82
3	6	23	76	10	89
4	5	27	72	3	96
5	5	21	79	1	99

As indicated earlier, these values may be plotted on a graph and compared to the prototypical patterns associated with different program types. Attachment XX presents plots for the LESA children of the second urban site. The plot for the content areas is broken down into minor and major content areas, an important distinction since one would want to know whether instruction in Spanish is provided in math, science, and social studies, and not just in art, music, and physical education. The LESA children comprise three language groups--the bilinguals (BB), the Spanish dominant (BS), and the monolingual Spanish (MS). Separate pairs of plots for each of these language groups can also be generated, as shown in Attachment XX.

An overall transitional program is clearly indicated for the two sites (one of which was originally thought to be a maintenance program), but examination of the data on individual classrooms reveals considerable variability (see scattergrams for second urban site in Attachment XXI). For example, the instructional patterns of some classrooms were more consistent with a "maintenance" philosophy, whereas the patterns of others essentially amounted to ESL programs with no Spanish language arts or content area instruction in Spanish, in which case the needs of the LESA children were not being met. One should, therefore, not rely solely on the summary information provided by the computer program, but should carefully examine each teacher's individual output to obtain as accurate a picture as possible.

LoU Questionnaire

Levels of Use (LoU) Interviews were conducted at three of the four sites in the study. All of the elementary level bilingual education teachers at Site Sour and Site Three were interviewed, as well as a sample of teachers from Site Two. Since bilingual education consists of several quasi-independent innovations (collectively referred to as an "innovation bundle"), it was necessary to develop configuration questions and conduct interviews for each innovation of interest. For example, in a bilingual education program that has four different innovations (e.g., English as a Second Language, Spanish reading, Spanish mathematics, and Culture), one must develop questions to arrive at the particular pattern of use associated with each innovation. An important reason for developing configuration questions is to enable the interviewer to obtain the information necessary to make the "use/nonuse" decision in the branching-question format of the LoU Interview. Since the same LoU questions are asked for each innovation, it is necessary to cycle through the same set of questions several times. The staff, therefore, streamlined the LoU questions as much as possible (see Attachment XXII for the LoU Interview booklet developed specifically for this study). Five members of the staff conducted the LoU Interviews, which generally took 30 minutes to an hour to complete. Each member was trained by CBAM project personnel and received certification upon completion of practice interviews and ratings (the latter was done to establish interrater reliability).

A rating sheet developed to help the LoU rater process information gathered from a taped LoU Interview is presented in Attachment XXIII. The purpose of the rating procedure is twofold: (1) to place the innovation user at an LoU for each of the seven categories, which represent the key functions in an innovation; and (2) to assign an overall LoU to the innovation user. Concerning the former, it is important to measure LoU's for each category independently, because people who exhibit different "profiles" across the categories may have been assigned the same overall LoU. In such cases, wholly different interventions may be required. For example, an individual with a high level of knowledge about an innovation would not require the same information as one with Level 0 knowledge, even though their overall LoU's may be the same.

The distribution of Levels of Use across different innovations for two of our sites are presented below (for the urban site only ESL and Spanish Reading LoU's were determined):

Rural Site

		ESL	Spanish Reading	Spanish Math	Culture
Levels of Use	0	3	3	5	8
	I	0	0	1	1
	II	0	1	0	0
	III	7	1	0	0
	IVA	4	10	6	4
	IVB	1	1	1	0
	V	0	0	0	0
	VI	0	0	0	0

Urban Site

		ESL	Spanish Reading
Levels of Use	0	5	8
	I	1	1
	II	0	0
	III	1	0
	IVA	8	5
	IVB	3	3
	V	0	0
	VI	0	0

The data reveal that almost one-half of the teachers at the rural site were at the mechanical level of use (Level III) with respect to ESL. This reflects the reality of the situation, as a new ESL program was being implemented the year the interviews were conducted. For Spanish reading, over two-thirds of the teachers were at the Routine Level or above, but the situation was not as good for Spanish math and culture. This is not especially surprising, since language arts are normally given greater emphasis in the earlier stages of the implementation of bilingual education programs. For the urban site the situation was reversed, in that the teachers we interviewed seemed to be operating at higher levels of use with respect to ESL as compared to Spanish reading. It should be noted that in both sites the students of some of the nonusers of ESL and/or Spanish reading were taught by a team teacher or resource teacher, so the picture is not quite as bad as it appears. Also, a substantial number of nonusers (about half) were past users of the innovation in question.

For large groups of teachers, it is simply impractical to interview each teacher over several innovations. Two options are available: (1) interviewing a representative sample of teachers from the school district (a stratified sample would be best, taking into consideration such variables as locale, school, grade level, etc.); or (2) administering a questionnaire that taps the same information as the LoU Interview. Since a major part of the study is to develop a diagnostic-prescriptive process for assessing the staff development needs of each individual involved in the implementation of bilingual education programs, the latter approach seems preferable, provided that an "LoU Questionnaire" with adequate psychometric qualities can be developed. The staff developed two LoU questionnaires, one for Spanish Reading and the other for English as a Second Language (see Attachment XXIV. The questionnaires are based on concepts from the Levels of Use chart but involve a different approach and format than that used in the LoU Interview. A procedure for validating these instruments was developed in cooperation with the CBAM project staff. The instruments were pilot tested on a sample of eight teachers who were administered both the LoU Interview and the LoU Questionnaire (the LoU Interviews were administered first, about two weeks before the questionnaires). The data are presented below:

Spanish Reading
LoU Questionnaire
(levels corresponding to LoU categories tapped by items on questionnaire)

Teacher	Status Reporting	Planning	Assessing	Sharing	Acquiring Information	Knowledge	Overall LoU as determined by LoU Interview
1	VI	IVA	IVB	0	VI	IVA	IVB
2	0	-	-	-	0	-	0
3	0	-	-	-	0	-	IVA
4	IVA	IVB	III	IVB	VI	V	IVA
5	III	IVB	0	0	IV	VI	0
6	IVB	IVB	III	0	V	III	IVA
7	IVA	IVB	IVB	VI	III	-	IVA (past user)
8	IVB	IVA	V	III	III	VI	IVA

ESL LoU Questionnaire

Teacher	Status Reporting	Planning	Assessing	Sharing	Acquiring Information	Knowledge	Overall LoU as determined by LoU Interview
1	VI	VI	VI	VI	IVB	VI	I
2	III	-	-	-	0	-	IVA
3	-	0	0	-	-	-	III
4	V	IVA	IVB	VI	VI	V	IVB
5	IVA	V	0	0	IVA	V	0
6	IVB	IVB	IVB	III	IVB	IVA	IVB
7	IVA	IVB	IVA	IVB	VI	0	IVB
8	III	IVA	VI	VI	VI	IVB	0

An examination of the pilot test data reveals that the correspondence between the questionnaires and interviews is rather poor. Much of the difficulty probably stems from a general characteristic of self report data, which is the tendency to make oneself appear in the best possible light. A total of 17 Level VI's were indicated in the items of the questionnaires corresponding to the various categories of the LoU chart, whereas only two were obtained in the actual interviews. In view of these discouraging findings the staff has decided to abandon the effort to develop an LoU questionnaire.

IV. SUMMARY AND CONCLUSIONS

The study explored one approach to designing diagnostic/prescriptive staff development programs for bilingual education. In this approach bilingual education is viewed as an innovation in the process of change, and staff development is seen as an integral component of that innovation. Our work with the Concerns-Based Adoption Model (CBAM) indicates that, with certain modifications and additions to its instruments and procedures, the model can be applied to the unique requirements of bilingual education.

Figure 1 illustrates the manner in which the staff has conceptualized the inservice education process. The focus of our effort has been on boxes two and three--identifying teacher needs and developing an inservice plan based on these needs. Four pieces of information seem to us to be crucial in the development of a successful inservice program:

(1) What concerns do the teachers have about the implementation of bilingual education?

(2) What are the needs of the teacher in terms of knowledge and skills?

(3) What are the teachers doing in the classroom, i.e., what are the instructional components of the bilingual programs being implemented?

(4) What levels of use have the programs in the process of implementation reached?

The instruments developed or adapted to obtain the information sought by each of these four questions are listed below:

(1) Stages of Concern Questionnaire

(2) Professional Development Questionnaire

(3) Bilingual Classroom Questionnaire

(4) Levels of Use Interview

INSERVICE EDUCATION PROCESS

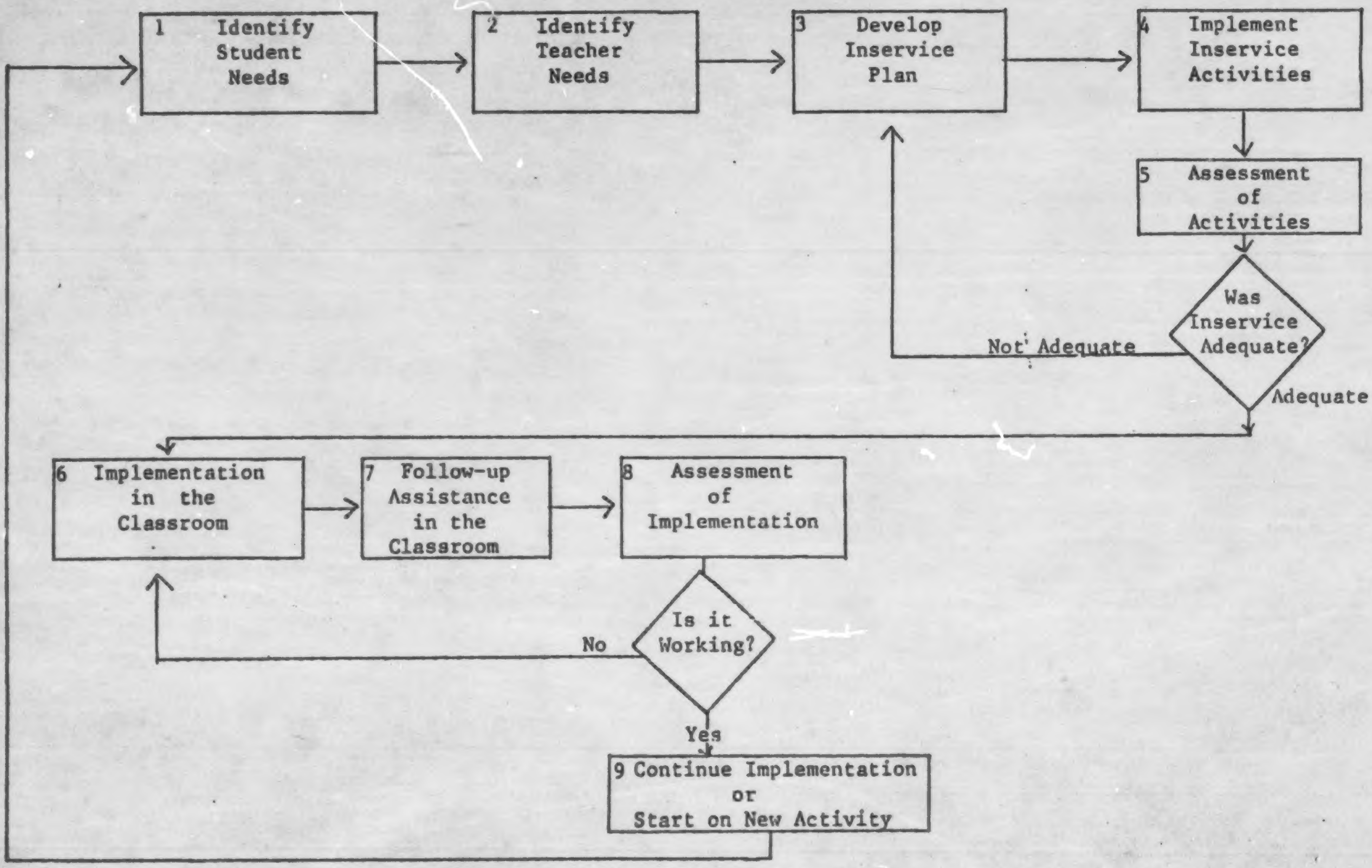

1 Identify Student Needs
2 Identify Teacher Needs
3 Develop Inservice Plan
4 Implement Inservice Activities
5 Assessment of Activities
Was Inservice Adequate?
Not Adequate
Adequate
6 Implementation in the Classroom
7 Follow-up Assistance in the Classroom
8 Assessment of Implementation
Is it Working?
No
Yes
9 Continue Implementation or Start on New Activity

Figure 1.

Southwest Educational Development Laboratory
Bilingual and International Education Division
Austin, Texas

February, 1979

Based on the research conducted, the staff concludes that such a system of instruments and procedures can provide the adoption agent (the school or district) with diagnostic information on which to build prescriptive interventions for each user in the system. It is expected that implementation of intervention strategies that are appropriate and timely and meet the needs of the individual user at a particular stage in the adoption of bilingual education programs will result in the reduction of the time needed to complete the process of innovation adoption and, in certain cases, will prevent the adoption process from being adopted.

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ATTACHMENT I

Seven Stages of Concern About The Innovation

ATTACHMENT I

Reproduced from: Hall, Gene E., George, A. A., and Rutherford, W. L.
Measuring Stages of Concern about the Innovation:
A Manual for Use of the SoC Questionnaire, 1977.

Figure I.2. Stages of Concern About the Innovation[2]

0 AWARENESS: Little concern about or involvement with the innovation is indicated.

1 INFORMATIONAL: A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about herself/himself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.

2 PERSONAL: Individual is uncertain about the demands of the innovation, her/his inadequacy to meet those demands, and her/his role with the innovation. This includes analysis of her/his role in relation to the reward structure of the organization, decision making, and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.

3 MANAGEMENT: Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.

4 CONSEQUENCE: Attention focuses on impact of the innovation on students in her/his immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.

5 COLLABORATION: The focus is on coordination and cooperation with others regarding use of the innovation.

6 REFOCUSING: The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.

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[2] Original concept from Hall, G. E., Wallace, R. C., Jr., & Dossett, W. A. *A developmental conceptualization of the adoption process within educational institutions*. Austin: Research and Development Center for Teacher Education, The University of Texas, 1973.

ATTACHMENT II

SoC Questionnaire

Division of Bilingual & International Education
Staff Development in Bilingual Schooling

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Concerns Questionnaire

Name ______________________________

Date Completed ______________________

It is very important for continuity in processing these data that we have a unique number that you can remember. Please use:

Last 4 digits SS# ___ ___ ___ ___

The purpose of this questionnaire is to determine the concerns of people involved in the bilingual education adoption process. The items were developed from typical responses of school and college teachers who ranged from no knowledge at all about various programs of instruction to many years of experience with them. Therefore, a good part of the items may appear to be of little relevance or irrelevant to you at this time. For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have, in varying degress of intensity, and should be marked higher on the scale, according to the explanation at the top of each of the following pages.

For example:

0 1 2 3 4 5 6 [✓ 7] This statement is very true of me at this time.

0 1 2 3 [✓ 4] 5 6 7 This statement is somewhat true of me now.

0 [✓ 1] 2 3 4 5 6 7 This statement is not at all true of me at this time.

[✓ 0] 1 2 3 4 5 6 7 This statement seems irrelevant to me.

Please respond to the items in terms of your present concerns, or how you feel about your involvement or potential involvement with bilingual education. We do not hold to any one definition of bilingual education, so please think of it in terms of your own perceptions of what it involves. Remember to respond to each item in terms of your present concerns about your involvement or potential involvement with bilingual education.

Thank you for taking time to complete this task.

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Jan/1979

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0	1	2	3	4	5	6	7
Not true of me now			Somewhat true of me now			Very true of me now	

1. I am concerned about students' attitudes toward bilingual education. 0 1 2 3 4 5 6 7

2. I now know of some other bilingual education programs that might work better. 0 1 2 3 4 5 6 7

3. I don't even know what bilingual education is. 0 1 2 3 4 5 6 7

4. I am concerned about not having enough time to organize myself each day. 0 1 2 3 4 5 6 7

5. I would like to help other faculty in their use of bilingual education. 0 1 2 3 4 5 6 7

6. I have a very limited knowledge about bilingual education. 0 1 2 3 4 5 6 7

7. I would like to know the effect of reorganization on my professional status. 0 1 2 3 4 5 6 7

8. I am concerned about conflict between my interests and my responsibilities. 0 1 2 3 4 5 6 7

9. I am concerned about revising my use of bilingual education. 0 1 2 3 4 5 6 7

10. I would like to develop working relationships with both our faculty and outside faculty using bilingual education. 0 1 2 3 4 5 6 7

11. I am concerned about how bilingual education affects students. 0 1 2 3 4 5 6 7

12. I am not concerned about bilingual education. 0 1 2 3 4 5 6 7

13. I would like to know who will make the decisions regarding bilingual education. 0 1 2 3 4 5 6 7

14. I would like to discuss the possibility of using bilingual education. 0 1 2 3 4 5 6 7

15. I would like to know what resources are available if we decide to adopt bilingual education. 0 1 2 3 4 5 6 7

16. I am concerned about my inability to manage all that bilingual education requires. 0 1 2 3 4 5 6 7

17. I would like to know how my teaching or administration is supposed to change. 0 1 2 3 4 5 6 7

18. I would like to familiarize other departments or persons with the progress of bilingual education. 0 1 2 3 4 5 6 7

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0 1 2 3 4 5 6 7
Not true of me now Somewhat true of me now Very true of me now

19. A am concerned about evaluating my impact on students. 0 1 2 3 4 5 6 7

20. I would like to revise bilingual education's instructional approach. 0 1 2 3 4 5 6 7

21. I am completely occupied with other things. 0 1 2 3 4 5 6 7

22. I would like to modify our use of bilingual education based on the experiences of our students. 0 1 2 3 4 5 6 7

23. Although I don't know about bilingual education, I am concerned about things in the area. 0 1 2 3 4 5 6 7

24. I would like to excite my students about their part in bilingual education. 0 1 2 3 4 5 6 7

25. I am concerned about time spent working with nonacademic problems related to bilingual education. 0 1 2 3 4 5 6 7

26. I would like to know what the use of bilingual education will require in the immediate future. 0 1 2 3 4 5 6 7

27. I would like to coordinate my effort with others to maximize bilingual education's effects. 0 1 2 3 4 5 6 7

28. I would like to have more information on time and energy commitments required by bilingual education. 0 1 2 3 4 5 6 7

29. I would like to know what other faculty are doing in the area of bilingual education. 0 1 2 3 4 5 6 7

30. At this time, I am not interested in learning about bilingual education. 0 1 2 3 4 5 6 7

31. I would like to determine how to supplement, enhance, or replace bilingual education. 0 1 2 3 4 5 6 7

32. I would like to use feedback from students to change bilingual education. 0 1 2 3 4 5 6 7

33. I would like to know how my role will change when I am using bilingual education. 0 1 2 3 4 5 6 7

34. Coordination of tasks and people is taking too much of my time. 0 1 2 3 4 5 6 7

35. I would like to know how bilingual education is better than what we have now. 0 1 2 3 4 5 6 7

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PLEASE COMPLETE THE FOLLOWING:

1. School District______________________________

2. School Name______________________________

3. Teacher Name______________________________

4. Grade(s) you currently teach: (check one or more)

K_____ 1_____ 2_____ 3_____ 4_____ 5_____ Other, specify

____

5. Number of years at present school____________

6. Check title of your job at present school: Teacher_____ Aide_____

Specialist_____ Other, Specify______________________________

7. How long have you been teaching in a bilingual classroom, not counting this year?

never_____ 1 year_____ 2 years_____ 3 years_____ 4 years_____

5 years or more_____

8. In your use of bilingual education, do you consider yourself to be a:

nonuser_____ novice_____ intermediate_____ old hand_____

past user_____

9. Proficiency in Spanish: excellent_____ fair_____ poor_____

10. What is your Texas Education Agency certification status? (check one)

_____State Certified Teacher with Bilingual Endorsement

_____State Certified Teacher with Special Assignment Permit

_____State Certified Teacher with No Bilingual Endorsement or Special Assignment Permit

_____Currently teaching on an Emergency Certificate

_____Other, specify______________________________

11. Have you received specialized training in bilingual education? Yes_____ No_____

If yes, what type of training did you receive (check one or more)?

_____college course(s) _____district sponsored workshop(s)

_____TEA/Service Center 30-Hour Institute

_____Other training (specify type and length)______________________________

____

12. Highest degree earned: Associate____ Bachelor___ Masters___ Doctorate___

13. Year degree earned______________________________.

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ATTACHMENT III

The LoU Chart

ATTACHMENT III

FIGURE I — LoU CHART

LEVELS OF USE SCALE POINT DEFINITIONS OF THE LEVELS OF USE OF THE INNOVATION	CATEGORIES KNOWLEDGE	ACQUIRING INFORMATION	SHARING
Levels of Use are distinct states that represent observably different types of behavior and patterns of innovation use as exhibited by individuals and groups. These levels characterize a user's development in acquiring new skills and varying use of the innovation. Each level encompasses a range of behaviors, but is limited by a set of identifiable Decision Points. For descriptive purposes, each level is defined by seven categories.	**That which the user knows about characteristics of the innovation, how to use it, and consequences of its use. This is cognitive knowledge related to using the innovation, not feelings or attitudes.**	**Solicits information about the innovation in a variety of ways, including questioning resource persons, corresponding with resource agencies, reviewing printed materials, and making visits.**	**Discusses the innovation with others. Shares plans, ideas, resources, outcomes, and problems related to use of the innovation.**
LEVEL 0 NON-USE: State in which the user has little or no knowledge of the innovation, no involvement with the innovation, and is doing nothing toward becoming involved.	Knows nothing about this or similar innovations or has only very limited general knowledge of efforts to develop innovations in the area.	Takes little or no action to solicit information beyond reviewing descriptive information about this or similar innovations when it happens to come to personal attention.	Is not communicating with others about the innovation beyond possibly acknowledging that the innovation exists.
DECISION POINT A	*Takes action to learn more detailed information about the innovation.*		
LEVEL I **ORIENTATION: State in which the user has recently acquired or is acquiring information about the innovation and/or has recently explored or is exploring its value orientation and its demands upon user and user system.**	Knows general information about the innovation such as origin, characteristics, and implementation requirements.	Seeks descriptive material about the innovation. Seeks opinions and knowledge of others through discussions, visits, or workshops.	Discusses the innovation in general terms and/or exchanges descriptive information, materials, or ideas about the innovation and possible implications of its use.
DECISION POINT B	*Makes a decision to use the innovation by establishing a time to begin.*		
LEVEL II PREPARATION: State in which the user is preparing for first use of the innovation.	Knows logistical requirements, necessary resources and timing for initial use of the innovation, and details of initial experiences for clients.	Seeks information and resources specifically related to preparation for use of the innovation in own setting.	Discusses resources needed for initial use of the innovation. Joins others in pre-use training, and in planning for resources, logistics, schedules, etc., in preparation for first use.
DECISION POINT C	*Changes, if any, and use are dominated by user needs.*		
LEVEL III MECHANICAL USE: State in which the user focuses most effort on the short-term, day-to-day use of the innovation with little time for reflection. Changes in use are made more to meet user needs than client needs. The user is primarily engaged in a stepwise attempt to master the tasks required to use the innovation, often resulting in disjointed and superficial use.	Knows on a day-to-day basis the requirements for using the innovation. Is more knowledgeable on short-term activities and effects than long-range activities and effects of use of the innovation.	Solicits management information about such things as logistics, scheduling techniques, and ideas for reducing amount of time and work required of user.	Discusses management and logistical issues related to use of the innovation. Resources and materials are shared for purposes of reducing management, flow and logistical problems related to use of the innovation.
DECISION POINT D-1	*A routine pattern of use is established.*		
LEVEL IV A ROUTINE: Use of the innovation is stabilized. Few if any changes are being made in ongoing use. Little preparation or thought is being given to improving innovation use or its consequences.	Knows both short- and long-term requirements for use and how to use the innovation with minimum effort or stress.	Makes no special efforts to seek information as a part of ongoing use of the innovation.	Describes current use of the innovation with little or no reference to ways of changing use.
DECISION POINT D-2	*Changes use of the innovation based on formal or informal evaluation in order to increase client outcomes.*		
LEVEL IV B REFINEMENT: State in which the user varies the use of the innovation to increase the impact on clients within immediate sphere of influence. Variations are based on knowledge of both short- and long-term consequences for clients.	Knows cognitive and affective effects of the innovation on clients and ways for increasing impact on clients.	Solicits information and materials that focus specifically on changing use of the innovation to affect client outcomes.	Discusses own methods of modifying use of the innovation to change client outcomes.
DECISION POINT E	*Initiates changes in use of innovation based on input of and in coordination with what colleagues are doing.*		
LEVEL V INTEGRATION: State in which the user is combining own efforts to use the innovation with related activities of colleagues to achieve a collective impact on clients within their common sphere of influence.	Knows how to coordinate own use of the innovation with colleagues to provide a collective impact on clients.	Solicits information and opinions for the purpose of collaborating with others in use of the innovation.	Discusses efforts to increase client impact through collaboration with others on personal use of the innovation.
DECISION POINT F	*Begins exploring alternatives to or major modifications of the innovation presently in use.*		
LEVEL VI RENEWAL: State in which the user reevaluates the quality of use of the innovation, seeks major modifications of or alternatives to present innovation to achieve increased impact on clients, examines new developments in the field, and explores new goals for self and the system.	Knows of alternatives that could be used to change or replace the present innovation that would improve the quality of outcomes of its use.	Seeks information and materials about other innovations as alternatives to the present innovation or for making major adaptations in the innovation.	Focuses discussions on identification of major alternatives or replacements for the current innovation.

Procedures for Adopting Educational Innovations Project, Research and Development Center for Teacher Education, University of Texas at Austin, 1975, N.I.E. Contract No. NIE-C-74-0087.

FIGURE I — LoU CHART

CATEGORIES

ASSESSING	PLANNING	STATUS REPORTING	PERFORMING
Examines the potential or actual use of the innovation or some aspect of it. This can be a mental assessment or can involve actual collection and analysis of data.	Designs and outlines short- and/or long-range steps to be taken during process of innovation adoption, i.e., aligns resources, schedules activities, meets with others to organize and/or coordinate use of the innovation.	Describes personal stand at the present time in relation to use of the innovation.	Carries out the actions and activities entailed in operationalizing the innovation.
Takes no action to analyze the innovation, its characteristics, possible use, or consequences of use.	Schedules no time and specifies no steps for the study or use of the innovation.	Reports little or no personal involvement with the innovation.	Takes no discernible action toward learning about or using the innovation. The innovation and/or its accouterments are not present or in use.
Analyzes and compares materials, content, requirements for use, evaluation reports, potential outcomes, strengths and weaknesses for purpose of making a decision about use of the innovation.	Plans to gather necessary information and resources as needed to make a decision for or against use of the innovation.	Reports presently orienting self to what the innovation is and is not.	Explores the innovation and requirements for its use by talking to others about it, reviewing descriptive information and sample materials, attending orientation sessions, and observing others using it.
Analyzes detailed requirements and available resources for initial use of the innovation.	Identifies steps and procedures entailed in obtaining resources and organizing activities and events for initial use of the innovation.	Reports preparing self for initial use of the innovation.	Studies reference materials in depth, organizes resources and logistics, schedules and receives skill training in preparation for initial use.
Examines own use of the innovation with respect to problems of logistics, management, time, schedules, resources, and general reactions of clients.	Plans for organizing and managing resources, activities, and events related primarily to immediate ongoing use of the innovation. Planned-for changes address managerial or logistical issues with a short-term perspective.	Reports that logistics, time, management, resource organization, etc., are the focus of most personal efforts to use the innovation.	Manages innovation with varying degrees of efficiency. Often lacks anticipation of immediate consequences. The flow of actions in the user and clients is often disjointed, uneven and uncertain. When changes are made, they are primarily in response to logistical and organizational problems.
Assesses use of the innovation in global terms without reference to making changes. Specific evaluation activities are limited to those that are administratively required with little attention paid to findings for the purpose of changing use.	Plans intermediate and long-range actions with little projected variation in how the innovation will be used. Planning focuses on routine use of resources, personnel, etc.	Reports that personal use of the innovation is going along satisfactorily with few if any problems.	Uses the innovation smoothly with minimal management problems; over time, there is little variation in pattern of use.
Assesses use of the innovation for the purpose of changing current practices to improve client outcomes.	Develops intermediate and long-range plans that anticipate possible and needed steps, resources, and events designed to enhance client outcomes.	Reports varying use of the innovation in order to change client outcomes.	Explores and experiments with alternative combinations of the innovation with existing practices to maximize client involvement and to optimize client outcomes.
Appraises collaborative use of the innovation in terms of client outcomes and strengths and weaknesses of the integrated effort.	Plans specific actions to coordinate own use of the innovation with others to achieve increased impact on clients.	Reports spending time and energy collaborating with others about integrating own use of the innovation.	Collaborates with others in use of the innovation as a means for expanding the innovation's impact on clients. Changes in use are made in coordination with others.
Analyzes advantages and disadvantages of major modifications or alternatives to the present innovation.	Plans activities that involve pursuit of alternatives to enhance or replace the innovation.	Reports considering major modifications of or alternatives to present use of the innovation.	Explores other innovations that could be used in combination with or in place of the present innovation in an attempt to develop more effective means of achieving client outcomes.

ATTACHMENT IV

Overview of Branching Format of the LoU Interview

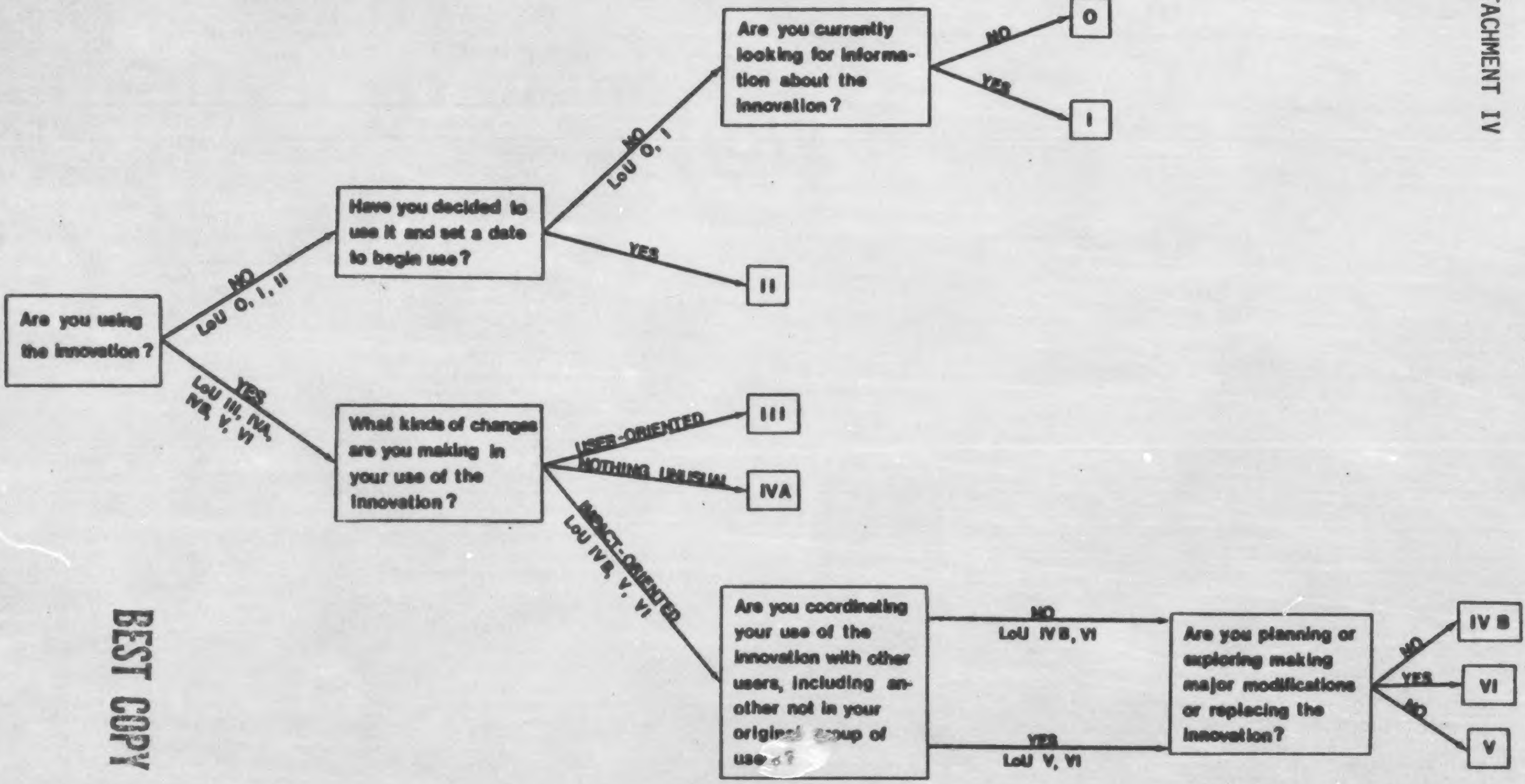
Are you using the innovation?
NO
LoU O, I, II
YES
LoU III, IVA, IVB, V, VI
Have you decided to use it and set a date to begin use?
NO
LoU O, I
YES
II
Are you currently looking for information about the innovation?
NO
O
YES
I
What kinds of changes are you making in your use of the innovation?
USER-ORIENTED
III
NOTHING UNUSUAL
IVA
IMPACT-ORIENTED
LoU IVB, V, VI
Are you coordinating your use of the innovation with other users, including another not in your original group of users?
NO
LoU IVB, VI
YES
LoU V, VI
Are you planning or exploring making major modifications or replacing the innovation?
NO
IV B
YES
VI
NO
V

FIGURE 3. Overview of Branching Format of the LoU Interview

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ATTACHMENT V

LoU Interview Questions

ATTACHMENT V

LoU Interview

O-II/III-VI	Are you currently using ______________________________?

NO

Have you ever used in in the past? If so, when? Why did you stop?
(if yes, go to *, then return)

O/I-II	Have you made a decision to use _________ in the future?
I/II	If so, when will you begin use?
Knowledge	Can you describe __________ for me as you see it?
Acquiring Information	Are you currently looking for any information about ____________? What kinds? For what purposes?
Knowledge	What do you see as the strengths and weaknesses of ___________ in your situation?
Assessing	At this point in time, what kinds of questions are you asking about _____________? Give examples if necessary.
Sharing	Do you ever talk with others and share information about ___________? What do you share?
Planning	What are you planning with respect to _________? Can you tell me about any preparation or plans you have been making for the use of ___________?
Final Question (Optional)	Can you summarize for me where you see yourself right now in relation to the use of ____________?

PAST USERS*

Can you describe for me how you organized your use of ____________, what problems you found, what its effects appeared to be on students?

When you assess _____________ at this point in time, what do you see as the strengths and weaknesses?

(Return to other nonuse questions.)

YES

Open-ended	Please describe for me how you use __________. (Ask sufficient questions to get configurations.)
Assessing/ Knowledge	What do you see as the strengths and weaknesses of __________ in your situation? (Have you made any attempt to do anything about weaknesses? Probe those they mentioned specifically.)
Acquiring Information	Are you currently looking for any information about ________? What kind? For what purposes?
LoU V	Do you work with others in your use of ________? Have you made any changes in your use of ________ based on this coordination? (if yes, go to *)
Sharing	Do you ever talk with others about _________? What do you tell them?
Assessing	(Have you considered any alternatives or different ways of doing things with the program?) Are you doing any evaluating, either formally or informally, that would affect your use of __________? Have you received any feedback from students that would affect the way you're using __________? What have you done with the information that you get?
III/IVA/IVB	Have you made any changes recently in how you use ______? What? Why? How recently? Are you considering making any changes?
Planning/ Status Reporting	Are you looking ahead to later this year, what plans do you have in relation to your use of __________?
III-V/VI	Are you considering or planning to make major modifications or replace ___________ at this time?

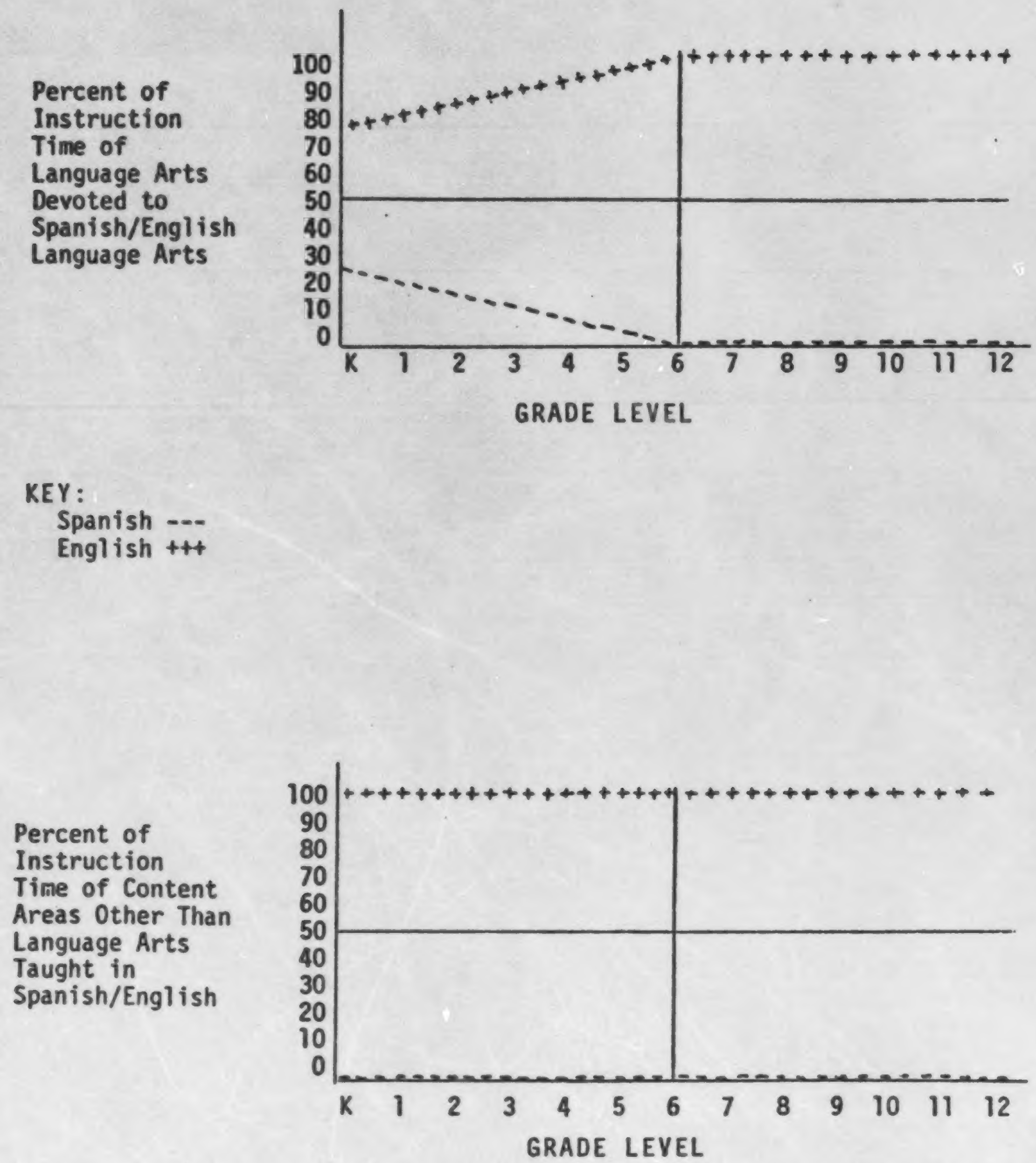
LoU V Probes

1. How do you work together? What things do you share with each other?
2. How frequently?
3. What do you see as the effects of this collaboration?
4. Are you looking for any particular kind of information in relation to this collaboration?
5. Do you talk with others about your collaboration? If so, what do you share with them?
6. Have you done any formal or informal evaluation of how your collaboration is working?
7. What plans do you have for this effort in the future?

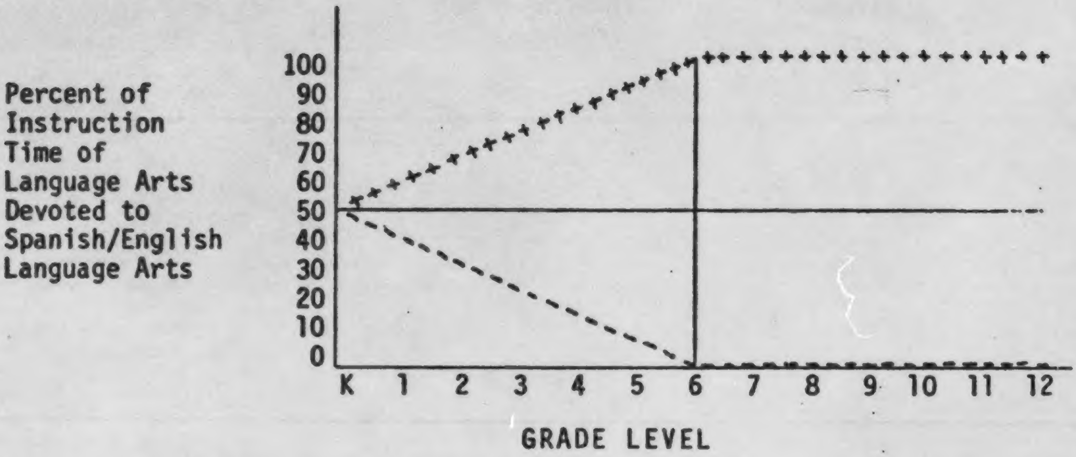
If yes, go to III-V/VI; if no, go to Sharing.

ATTACHMENT VI

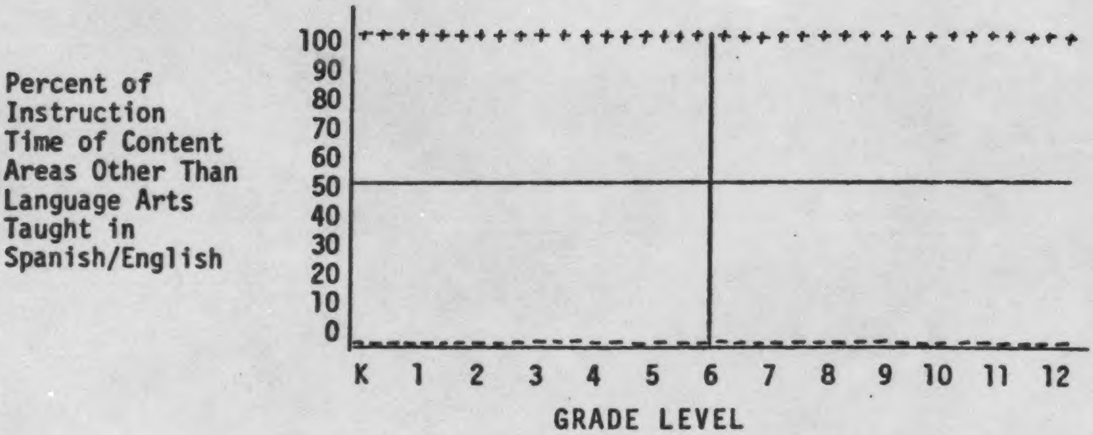
Definitions of Fourteen Program Structures/Curriculum Patterns for Program Structures 5 - 14



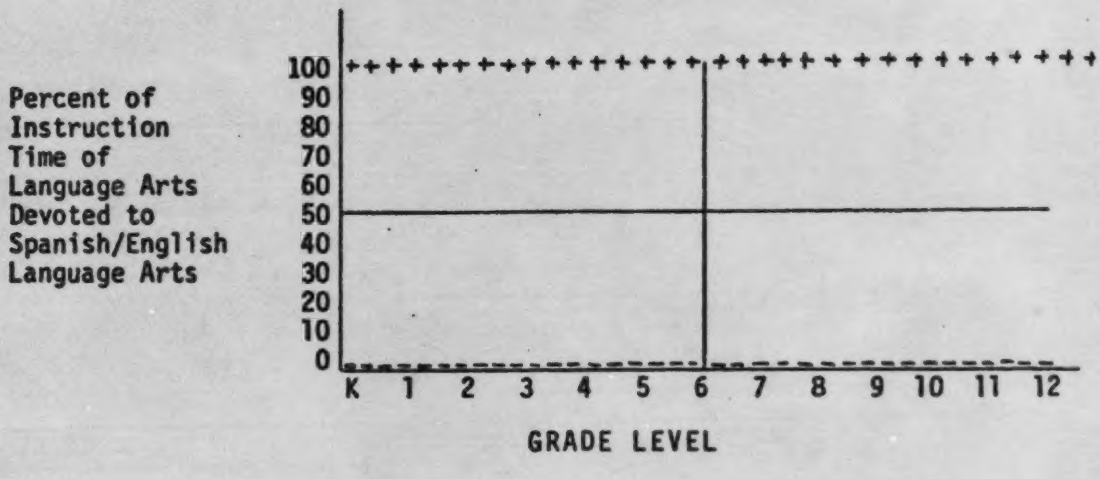
Curriculum Patterns for Program Structure 5



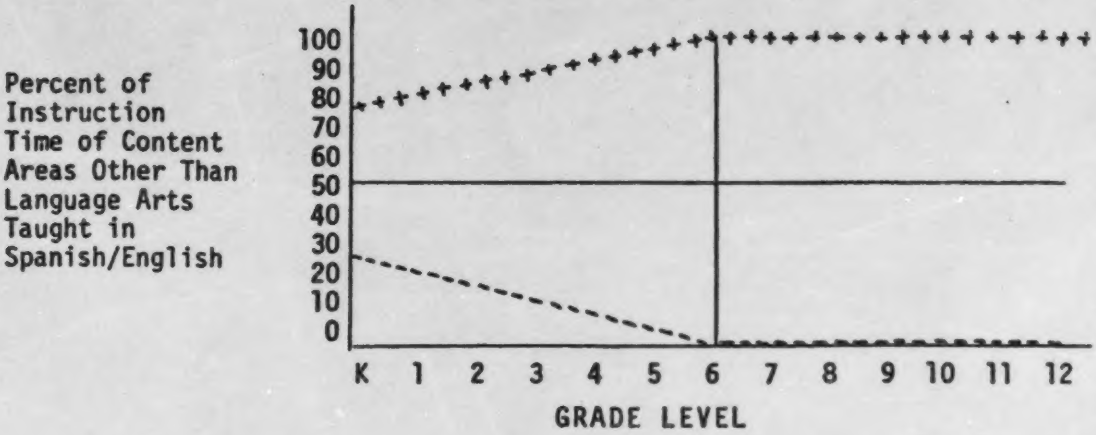
KEY:
Spanish ---
English +++



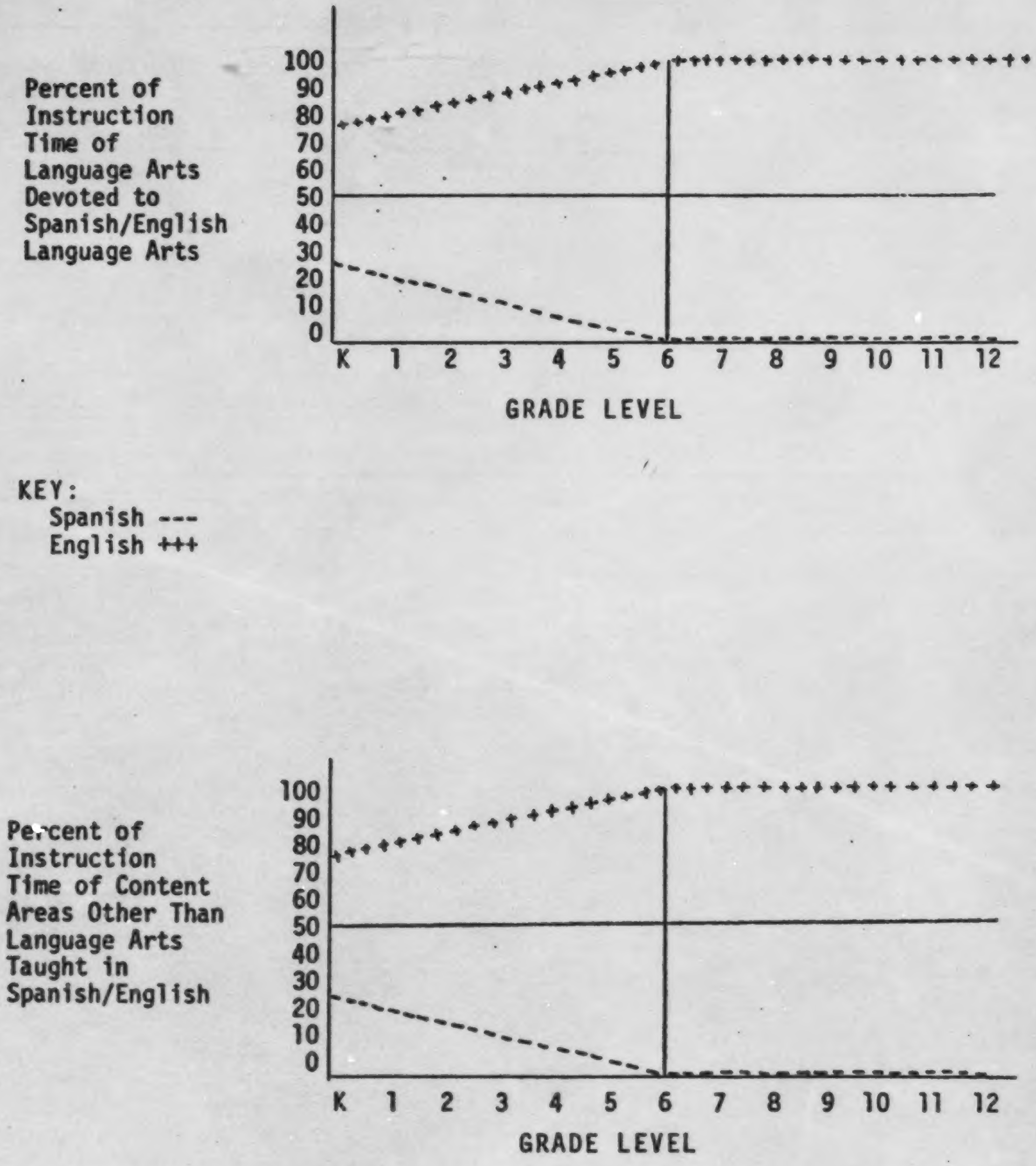
Curriculum Patterns for Program Structure 6



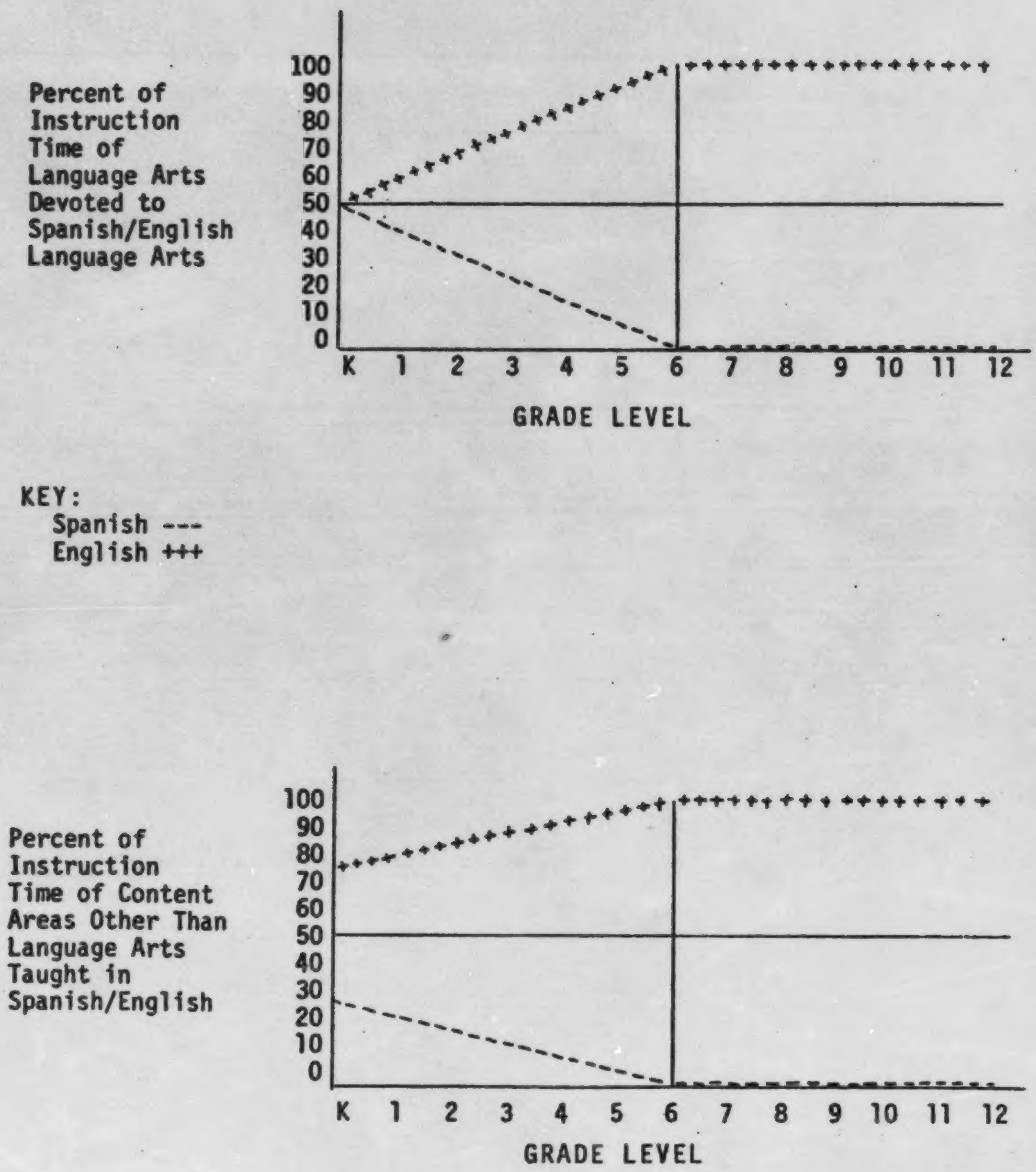
KEY:
Spanish ---
English +++



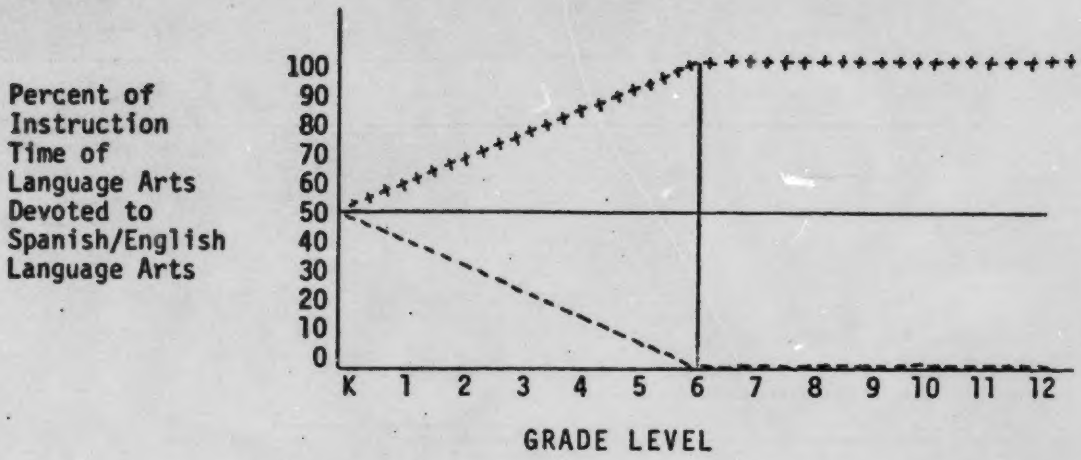
Curriculum Patterns for Program Structure 7



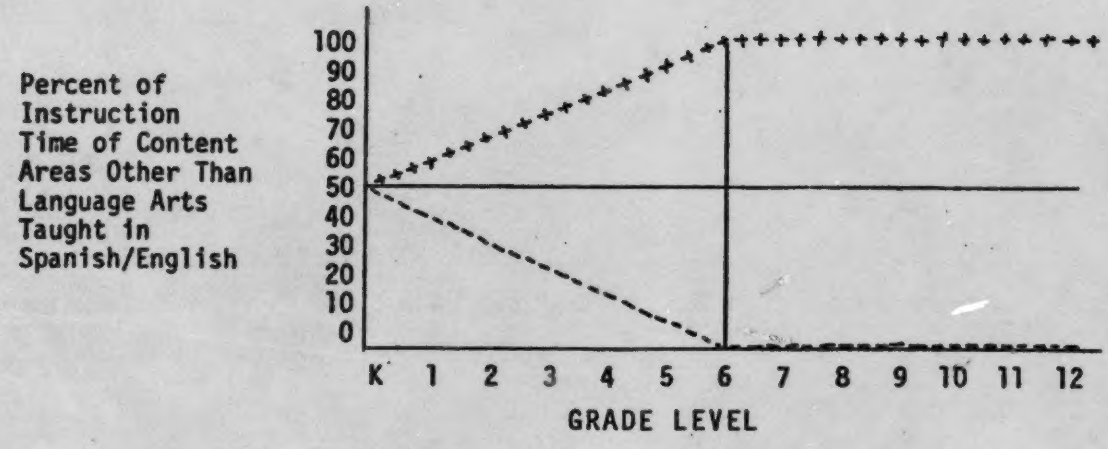
Curriculum Patterns for Program Structure 8



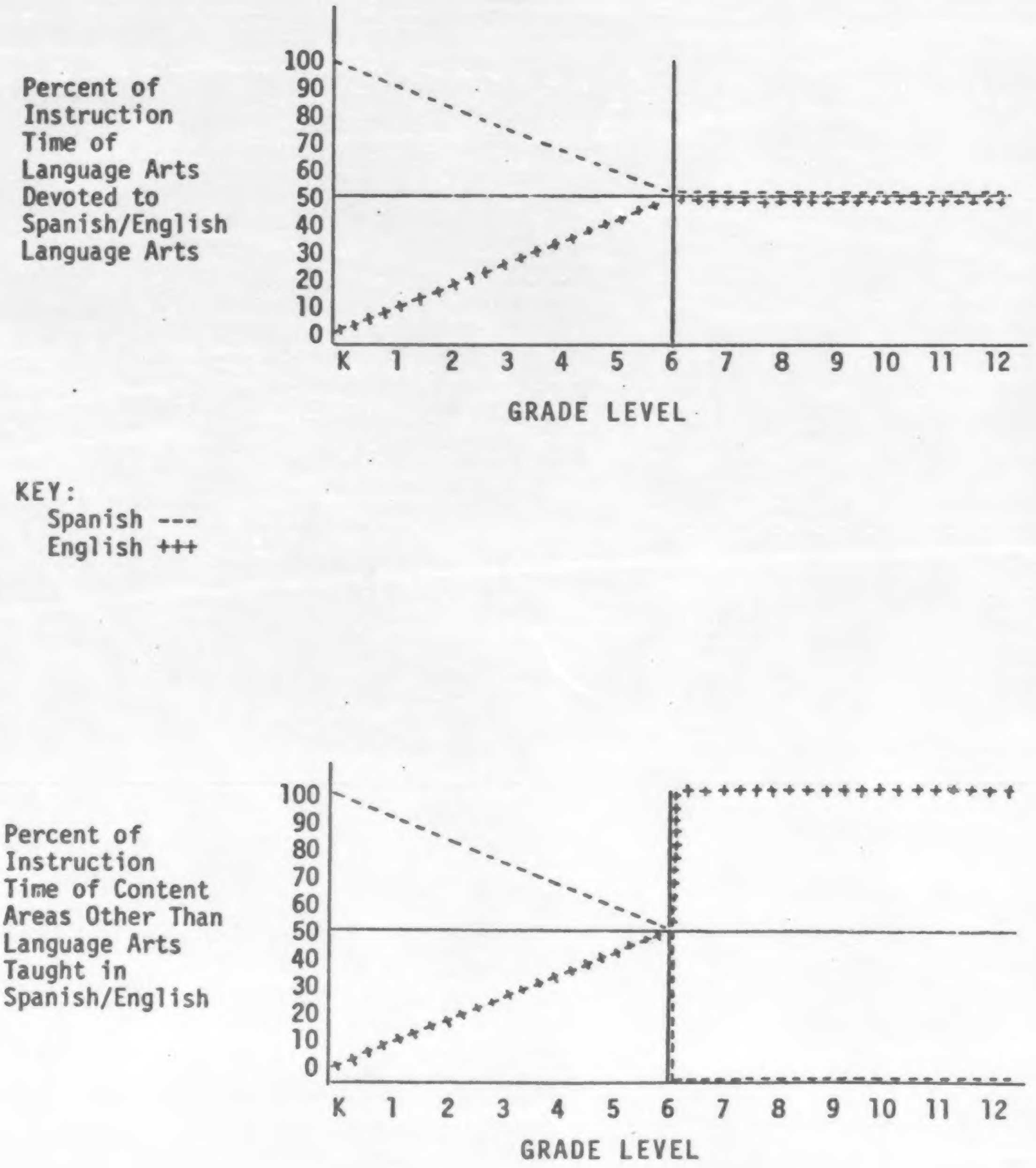
Curriculum Patterns for Program Structure 9



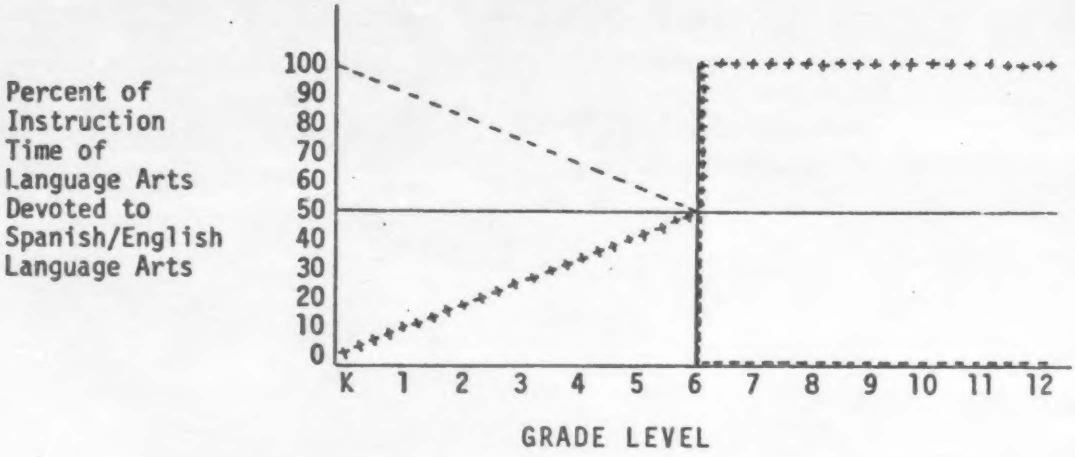
KEY:
Spanish ---
English +++



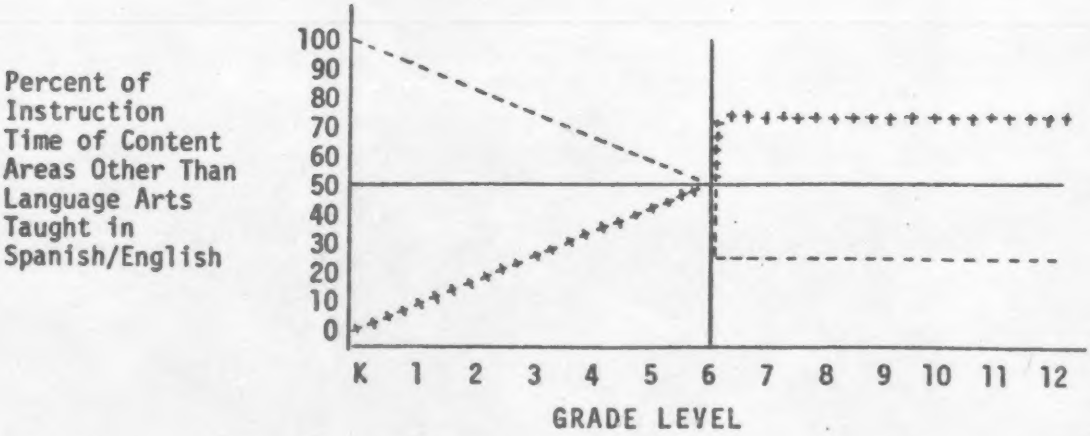
Curriculum Patterns for Program Structure 10



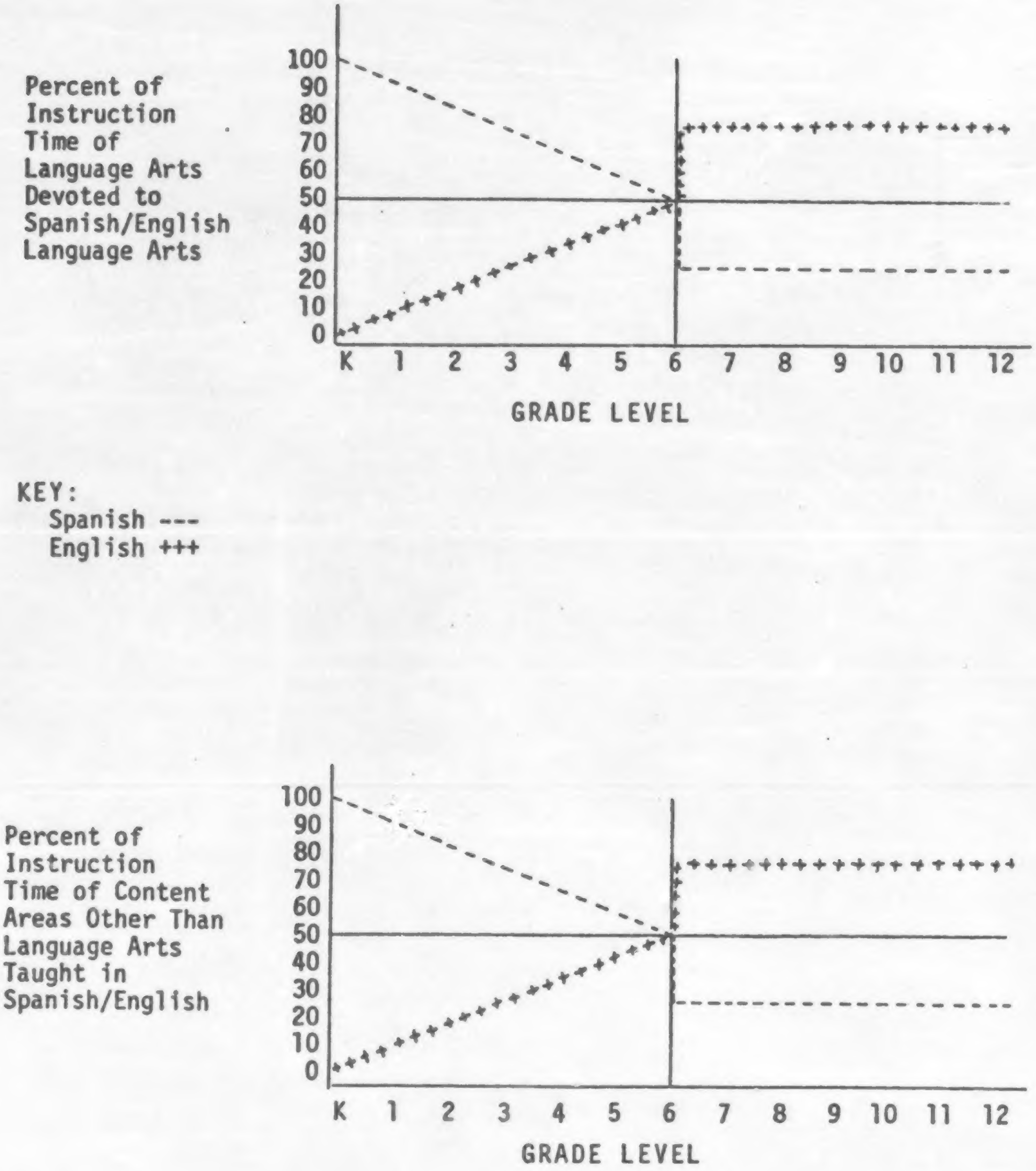
Curriculum Patterns for Program Structure 11



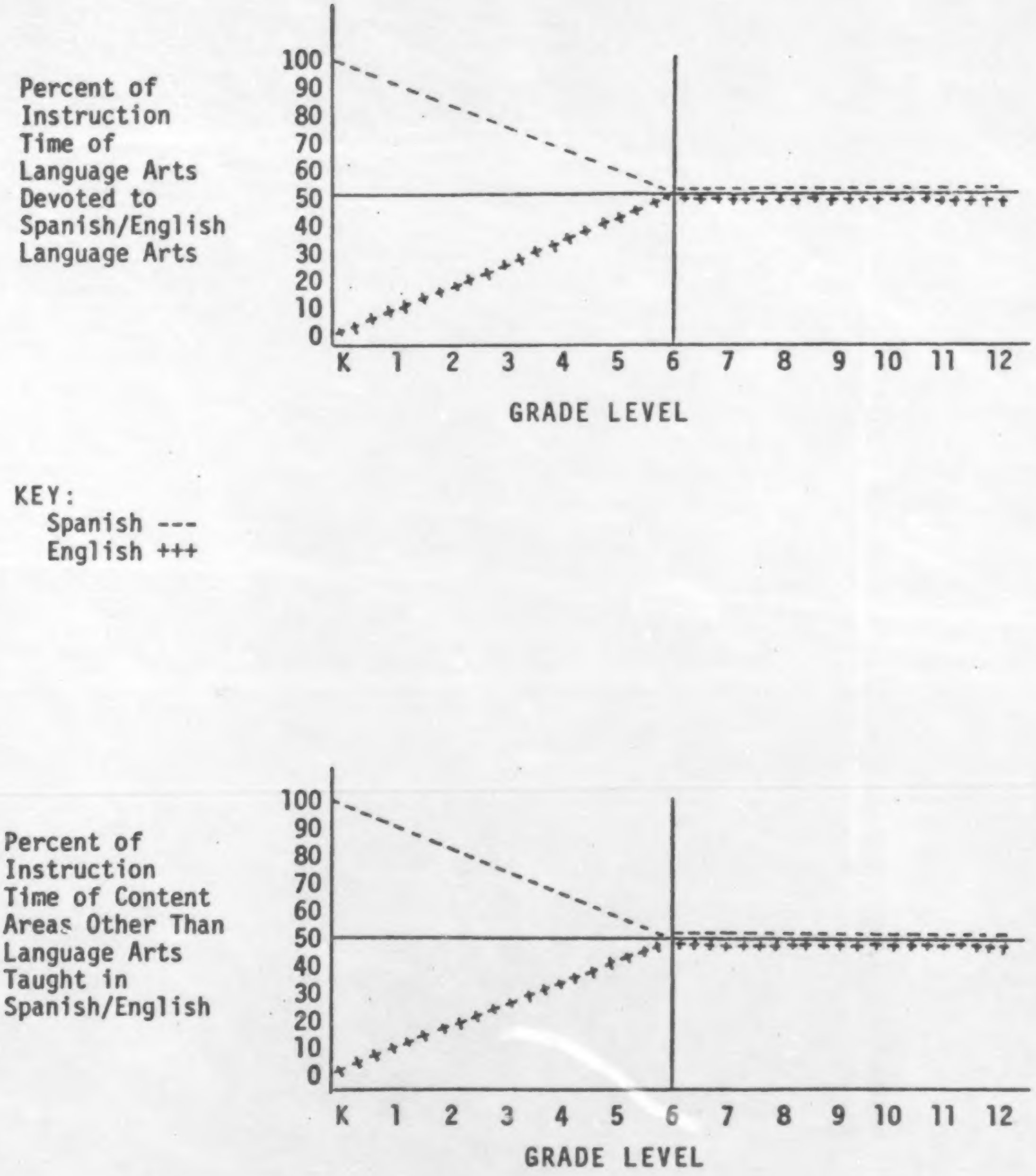
KEY:
Spanish ---
English +++



Curriculum Patterns for Program Structure 12



Curriculum Patterns for Program Structure 13



Curriculum Patterns for Program Structure 14

ATTACHMENT VII

Bilingual Classroom Questionnaire

BILINGUAL CLASSROOM QUESTIONNAIRE

Southwest Educational Development Laboratory
Division of Bilingual and International Education
211 East Seventh Street
Austin, Texas 78701

The responses from this questionnaire will be used to design inservice education for teachers, and will not be used to evaluate teacher knowledge, skills, or attitudes.

January 1979

Teacher Name________________________________

School________________________________

Grade Level(s)________________________________

Date Completed________________________________

INSTRUCTIONS

The Bilingual Classroom Questionnaire will be used to describe instructional practices in bilingual classrooms. The Questionnaire is part of a project designed (1) to provide educators with procedures for describing the type of bilingual education in their schools and (2) to identify staff development needs for applying bilingual education successfully.

The Questionnaire will take about 30 minutes to complete. Information is requested in six columns. The example provided below shows how to complete columns one through three. The discussion which follows describes procedures for completing columns one through three and adds information on columns four through six.

In Column 1, Current Daily Schedule, please list in time sequence the daily activities of the students in your classroom. If more than one activity occurs during a given time period, list each of the concurrent activities separately. For example, suppose that from 8:00 to 8:30 one group of students receives Spanish reading instruction while another group receives English oral language development. Each activity would be listed separately, as shown in the example.

1		2		3					
CURRENT DAILY SCHEDULE		ANTICIPATED DURATION		LANGUAGE CATEGORIES					
(for your homeroom students)		Continuous (All Year Long)	Noncontinuous (Please indicate-e.g.,1 day each week;every other week, 2 weeks out of every 4,etc.)	(of Students within instructional Groups)					
HOURS	ACTIVITY			BB	BE	BS	ME	MS	LL
8:00-8:30	Spanish Reading	✓				✓		✓	
	English Oral Language Development	✓		✓	✓				
8:30-9:00	Science		2 weeks out of every 4	✓		✓			
8:30-9:00	Social Studies		2 weeks out of every 4	✓		✓			
9:00-9:30	P.E.		4 days each week	✓	✓	✓	✓	✓	
9:00-9:30	Art		1 day each week		✓	✓	✓	✓	

In Column 2, Anticipated Duration, indicate whether the scheduled activity occurs throughout the year (✓) or on a more limited basis (e.g., one day each week, two weeks out of every four, etc.). If different activities are scheduled during the same period but on a rotating basis, please list all the activities as shown in the example above (e.g., from 8:30-900 Science is taught for two weeks with Social Studies being taught the following two weeks before the cycle repeats itself; from 9:00--9:30 P.E. is taught for four days each week while Art is taught on the remaining day).

The Language Categories noted in Column 3 are to be completed for every Activity noted in Column 1. For each Activity, check the Language Categories of the students participating in the activity. The Language Category Definitions and abbreviations are listed on the following page.

Language Category Definitions

Balanced Bilingual (BB) -- Totally fluent in both English and Spanish.

Partial Bilingual, English Dominant (BE) -- Understands all spoken English and produces English utterances with native-like fluency and correctness in syntax (grammar) and vocabulary. Also understands some spoken Spanish and can produce fairly complete sentences in Spanish but with less than native-like fluency. His/her sentences in Spanish are somewhat awkward with regularized errors in syntax and vocabulary.

Partial Bilingual, Spanish Dominant (BS) -- Understands all spoken Spanish and produces Spanish utterances with native-like fluency and correctness in syntax (grammar) and vocabulary. Also understands some spoken English and can produce fairly complete sentences in English but with less than native-like fluency. His/her sentences in English are somewhat awkward with regularized errors in syntax and vocabulary.

Monolingual English (ME) -- Understands all spoken English and speaks English with ease and complete native-like fluency and correctness. If any Spanish is understood or spoken it is no more than a few isolated words or expressions.

Monolingual Spanish (MS) -- Understands all spoken Spanish and speaks Spanish with ease and complete native-like fluency and correctness. If any English is understood or spoken it is no more than a few isolated words or expressions.

Limited English/Limited Spanish (LL) -- Does not have native competence in either English or Spanish. It may appear that he/she understands spoken English and Spanish but the oral production in both languages is labored, characterized by awkward sentences and systematic errors in syntax (grammar) and vocabulary.

In Column 4, the Primary Instructor of the Instructional Activity should be indicated. Alternatives are the Teacher, Team Teacher, Resource Teacher, Teacher Aide, and Other. Select one (✓) of these per Activity noted in Column 1.

In Column 5, please check the Language of Instruction for each Activity listed in Column 1. Definitions of the four alternatives are listed below. Select a single category for each Instructional Activity.

Language of Instruction

Primarily Spanish. Instruction is provided exclusively in Spanish or primarily in Spanish with only an occasional use of English during the instructional period.

Primarily English. Instruction is provided exclusively in English or primarily in English with only an occasional use of Spanish during the instructional period.

Alternating Use of Both Languages. Both languages are used approximately an equal amount of time during the instructional period. As distinguished from code-switching, alternating use of the two languages is characterized by exclusive use of one language at a time during an instructional event.

Code-Switching. This form of language involves introducing into the context of one language stretches of speech that exhibit the other language's phonological and morphological features.

In Column 6, indicate the Language of Materials for each Instructional Activity. The alternatives are English, Spanish, Both, or No Material. Select one (✓) of these for every Activity noted in Column 1.

BILINGUAL CLASSROOM QUESTIONNAIRE (a)

*KEY: BB = Balanced Bilingual
BE = Partial Bilingual, English Dominant
BS = Partial Bilingual, Spanish Dominant

1		2	
CURRENT DAILY SCHEDULE (Of your homeroom students)		ANTICIPATED DURATION	
HOURS	ACTIVITY	Continuous (All Year Long)	Noncontinuous (Please indicate e.g.,1 day each wk., every other wk., 2 wks. out of every 4, etc.)

BILINGUAL CLASSROOM QUESTIONNAIRE(b)

ME = Monolingual English
MS = Monolingual Spanish
LL = Limited English/Limited Spanish

	3						4				
,	LANGUAGE CATEGORIES* OF STUDENTS WITHIN INSTRUCTIONAL ACTIVITIES						PRIMARY INSTRUCTOR OF INSTRUCTIONAL ACTIVITY (Check One)				
)	BB	BE	BS	ME	MS	LL	Teacher	Team Teacher	Resource Teacher	Teacher Aide	Other

BILINGUAL CLASSROOM QUESTIONNAIRE (c)

5				6			
LANGUAGE OF INSTRUCTION (Check One)				LANGUAGE OF MATERIALS (Check One)			
Primarily English	Primarily Spanish	Alternating Use of Both	Code Switching	English	Spanish	Both	No Material

ATTACHMENT VIII

Statements on the Stages of Concern Questionnaire Arranged According to Stage

Figure III.2. Statements on the Stages of Concern Questionnaire Arranged According to Stage

Item Number	Statement
	STAGE 0
3	I don't even know what the innovation is.
12	I am not concerned about this innovation.
21	I am completely occupied with other things.
23	Although I don't know about this innovation, I am concerned about things in the area.
30	At this time, I am not interested in learning about this innovation.
	STAGE 1
6	I have a very limited knowledge about the innovation.
14	I would like to discuss the possibility of using the innovation.
15	I would like to know what resources are available if we decide to adopt this innovation.
26	I would like to know what the use of the innovation will require in the immediate future.
35	I would like to know how this innovation is better than what we have now.
	STAGE 2
7	I would like to know the effect of reorganization on my professional status.
13	I would like to know who will make the decisions in the new system.
17	I would like to know how my teaching or administration is supposed to change.
28	I would like to have more information on time and energy commitments required by this innovation.
33	I would like to know how my role will change when I am using the innovation.
	STAGE 3
4	I am concerned about not having enough time to organize myself each day.
8	I am concerned about conflict between my interests and my responsibilities.
16	I am concerned about my inability to manage all the innovation requires.
25	I am concerned about time spent working with non-academic problems related to this innovation.
34	Coordination of tasks and people is taking too much of my time.
	STAGE 4
1	I am concerned about students' attitudes toward this innovation.
11	I am concerned about how the innovation affects students.
19	I am concerned about evaluating my impact on students.
24	I would like to excite my students about their part in this approach.
32	I would like to use feedback from students to change the program.
	STAGE 5
5	I would like to help other faculty in their use of the innovation.
10	I would like to develop working relationships with both our faculty and outside faculty using this innovation.
18	I would like to familiarize other departments or persons with the progress of this new approach.
27	I would like to coordinate my effort with others to maximize the innovation's effects.
29	I would like to know what other faculty are doing in this area.
	STAGE 6
2	I now know of some other approaches that might work better.
9	I am concerned about revising my use of the innovation.
20	I would like to revise the innovation's instructional approach.
22	I would like to modify our use of the innovation based on the experiences of our students.
31	I would like to determine how to supplement, enhance, or replace the innovation.

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ATTACHMENT IX

Stages of Concern Raw Score-Percentile Conversion Chart For Stages of Concern Questionnaire

Figure III.4. Stages of Concern Raw Score-Percentile Conversion Chart for Stages of Concern Questionnaire

Five Item Raw Scale Score Total	Percentiles for								
	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Total Raw Score	Percentile
0	10	5	5	2	1	1	1		
1	23	12	12	5	1	2	2	1- 42	3
2	29	16	14	7	1	3	3	43- 55	6
3	37	19	17	9	2	3	5	56- 60	9
4	46	23	21	11	2	4	6	61- 66	12
5	53	27	25	15	3	5	9	68- 72	15
6	60	30	28	18	3	7	11	73- 74	18
7	66	34	31	23	4	9	14	75- 78	21
8	72	37	35	27	5	10	17	79- 80	24
9	77	40	39	30	5	12	20	81- 83	27
10	81	43	41	34	7	14	22	84- 86	30
11	84	45	45	39	8	16	26	87- 89	33
12	86	48	48	43	9	19	30	90- 92	36
13	89	51	52	47	11	22	34	93- 95	39
14	91	54	55	52	13	25	38	96- 98	42
15	93	57	57	56	16	28	42	99-101	45
16	94	60	59	60	19	31	47	102-104	48
17	95	63	63	65	21	36	52	105-107	51
18	96	66	67	69	24	40	57	108-110	54
19	97	69	70	73	27	44	60	111-112	57
20	98	72	72	77	30	48	65	113-114	60
21	98	75	76	80	33	52	69	115-118	63
22	99	80	78	83	38	55	73	119-122	66
23	99	84	80	85	43	59	77	123-125	69
24	99	88	83	88	48	64	81	126-127	71
25	99	90	85	90	54	68	84	128-132	74
26	99	91	87	92	59	72	87	133-136	77
27	99	93	89	94	63	76	90	137-141	80
28	99	95	91	95	66	80	92	142-144	83
29	99	96	92	97	71	84	94	145-150	86
30	99	97	94	97	76	88	96	151-156	89
31	99	98	95	98	82	91	97	157-161	92
32	99	99	96	98	86	93	98	162-173	95
33	99	99	96	99	90	95	99	174-189	98
34	99	99	97	99	92	97	99	191-245	99
35	99	99	99	99	96	98	99		

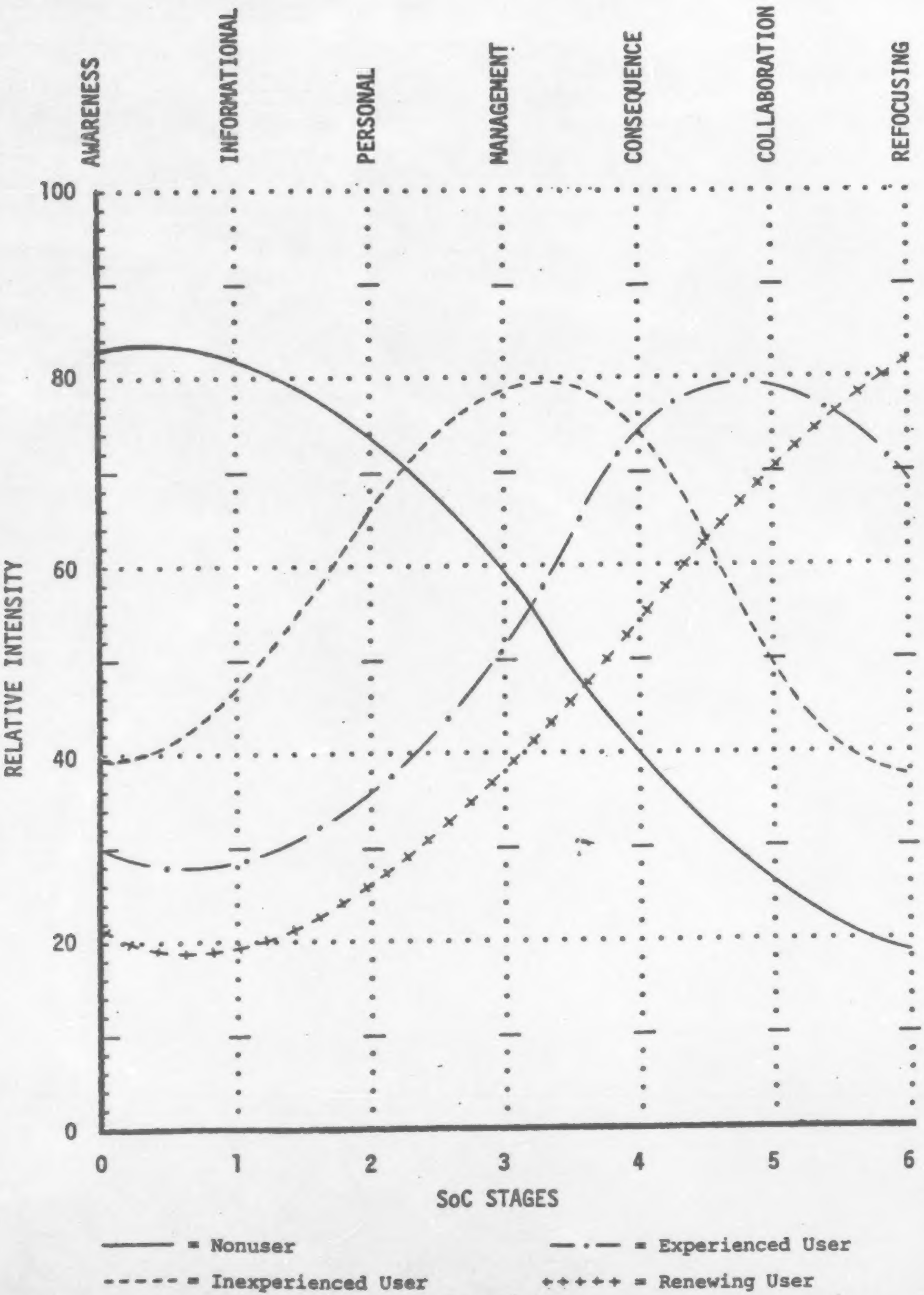
BEST COPY AVAILABLE

ATTACHMENT X

Hypothesized Development of Stages of Concern

ATTACHMENT X

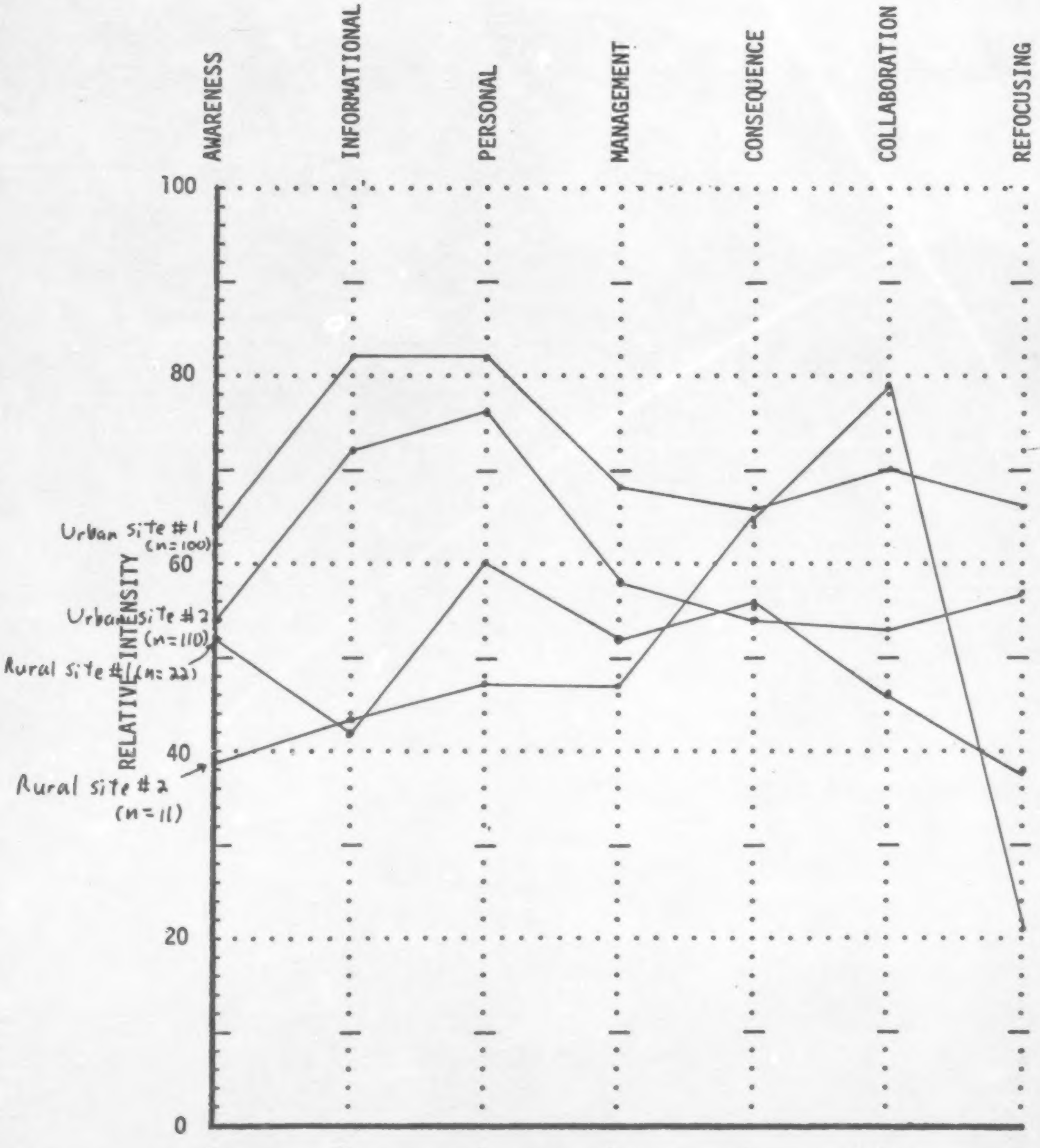
Hypothesized Development of Stages of Concern



ATTACHMENT XI

Distribution of Teachers' Concerns About Implementing Bilingual Education

Distribution of Teachers' Concerns
About Implementing Bilingual Education



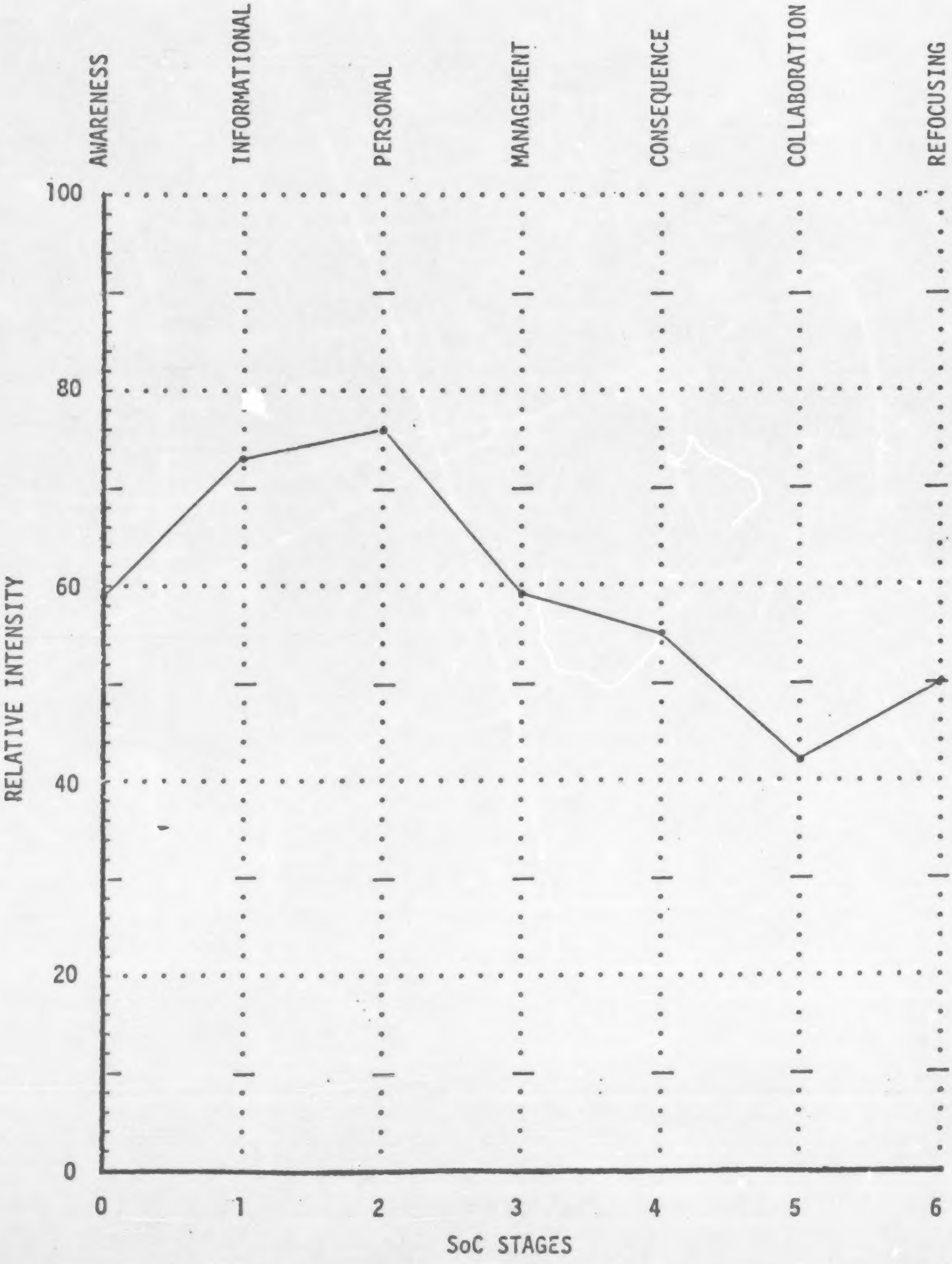
ATTACHMENT XII

Group Profiles by Amount of Experience

Ft. Worth

No experience in bilingual education

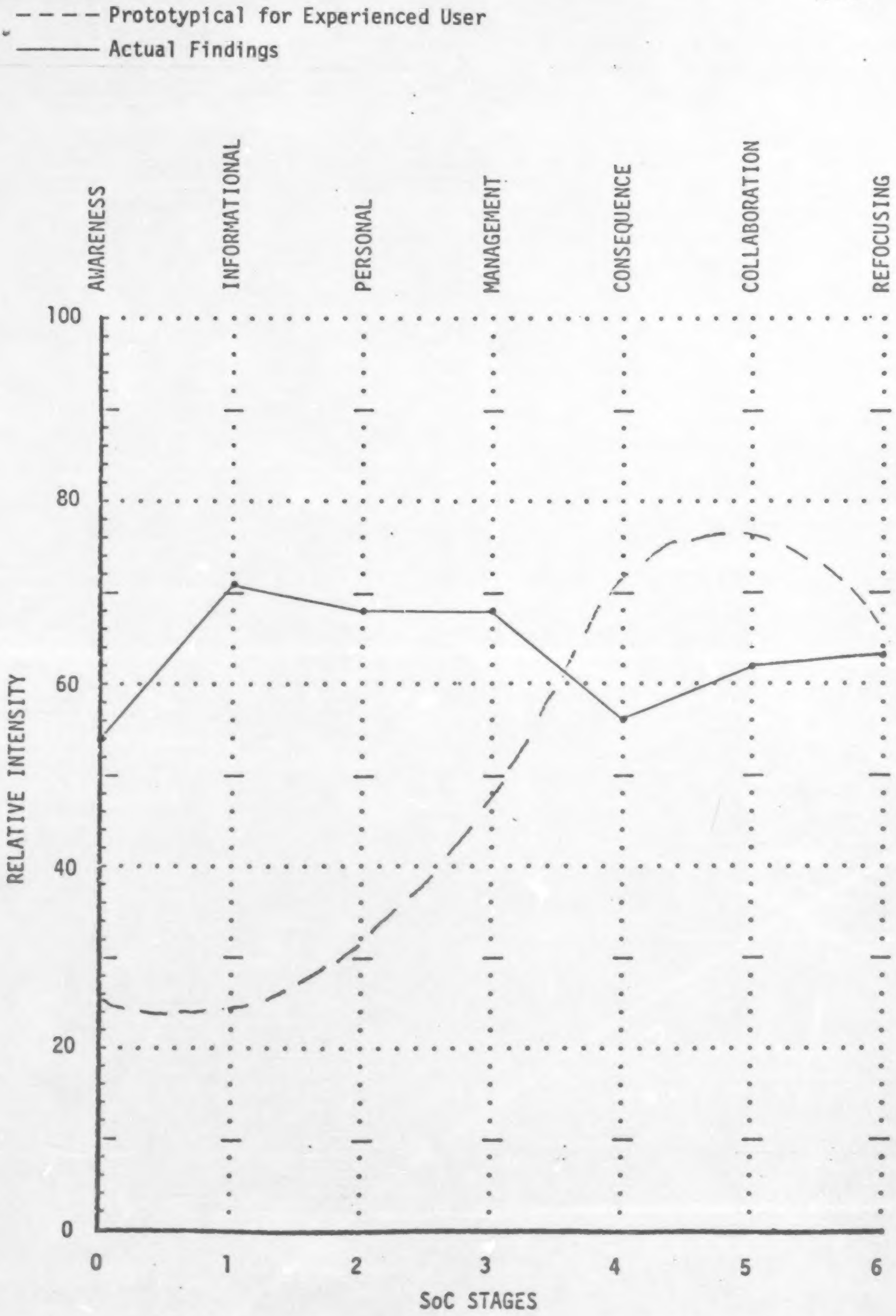
N=19



Ft. Worth

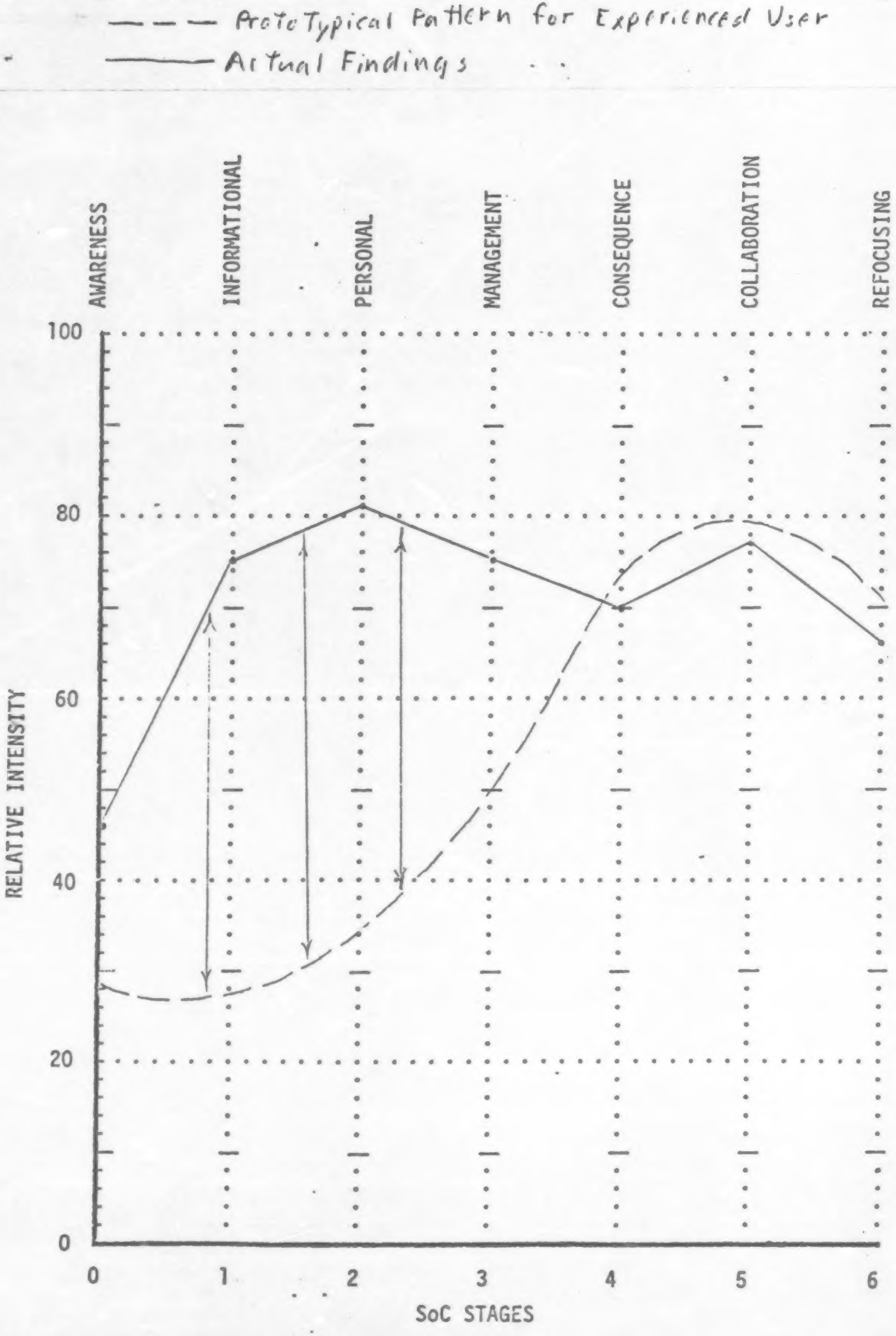
4 years experience in bilingual education

N=10



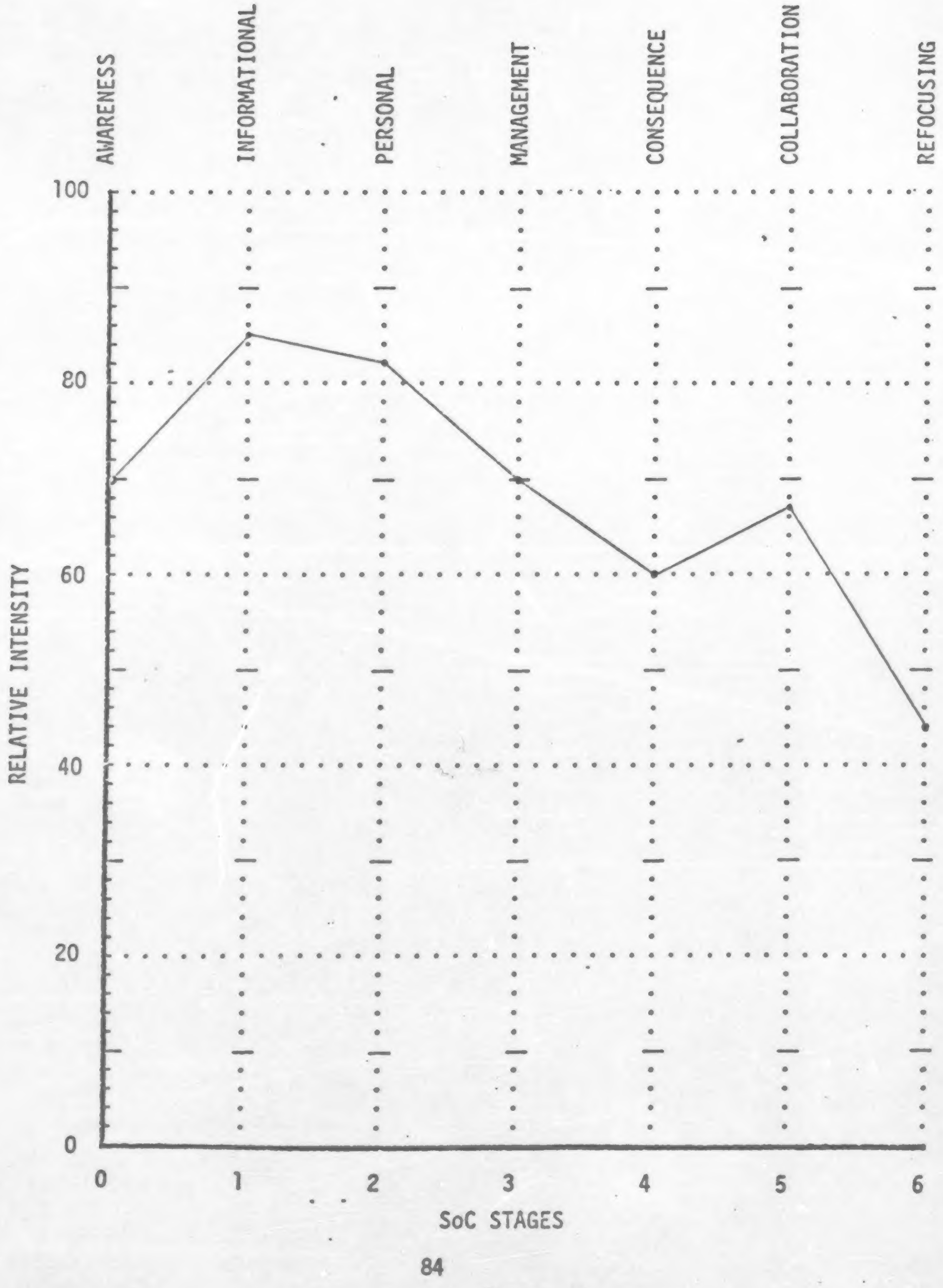
El Paso

4 YRS EXPERIENCE IN BILINGUAL EDUCATION
N = 14



El Paso

NEVER BEEN INVOLVED IN BILINGUAL EDUCATION N = 35



ATTACHMENT XIII

Professional Development Questionnaire

PROFESSIONAL DEVELOPMENT QUESTIONNAIRE

Southwest Educational Development Laboratory
Division of Bilingual and International Education
211 East Seventh Street
Austin, Texas 78701

The responses from this questionnaire will be used to design inservice education for teachers, and will not be used to evaluate teacher knowledge, skills, or attitudes.

January 1979

NAME ______________________ DATE ______________________

DISTRICT ______________________ SCHOOL ______________________ GRADE __________

PROFESSIONAL DEVELOPMENT QUESTIONNAIRE

Please circle the number that best indicates the extent to which you desire professional growth in each of the following items.

1.0 GENERAL INFORMATION

I WOULD LIKE TO LEARN MORE ABOUT:

		not desired	little extent	to an average extent	to a great extent
1.1	the philosophy and theory of bilingual education.	1	2	3	4
1.2	the theoretical foundations of second language learning and teaching.	1	2	3	4
1.3	functions and patterns of language use (sociolinguistics).	1	2	3	4
1.4	the nature of language and of the acquisition process.	1	2	3	4
1.5	the differences and similarities between the child's first and second language(s).	1	2	3	4
1.6	the individualization of instruction for different language groups.	1	2	3	4
1.7	the implementation of inquiry/discovery strategies for learning.	1	2	3	4
1.8	the setting up of learning centers.	1	2	3	4

2.0 PLANNING FOR INSTRUCTION

I WOULD LIKE TO KNOW MORE ABOUT HOW TO:

		not desired	little extent	to an average extent	to a great extent
2.1	group children according to language classification.	1	2	3	4
2.2	schedule activities for different language groups.	1	2	3	4
2.3	specify learning objectives.	1	2	3	4
2.4	sequence learning activities.	1	2	3	4
2.5	select materials for instruction.	1	2	3	4
2.6	develop materials to teach Spanish language arts.	1	2	3	4
2.7	adapt materials to teach Spanish language arts.	1	2	3	4
2.8	develop materials to teach content areas, i.e., science, math, social studies, in Spanish.	1	2	3	4
2.9	adapt materials to teach content areas, i.e., science, math, social studies, in Spanish.	1	2	3	4

	not desired	little extent	to an average extent	to a great extent
3.0 INSTRUCTION OF CONTENT AREAS				
I WOULD LIKE TO LEARN MORE ABOUT HOW TO:				
3.1 teach English as a second language.	1	2	3	4
3.2 teach Spanish as a second language.	1	2	3	4
3.3 teach Spanish as a first language.	1	2	3	4
3.4 teach English as a first language.	1	2	3	4
3.5 teach and integrate culture in the curriculum and in the classroom.	1	2	3	4
3.6 teach science.	1	2	3	4
3.7 teach math.	1	2	3	4
3.8 teach health and physical education.	1	2	3	4
3.9 teach reading.	1	2	3	4
3.10 teach social studies.	1	2	3	4
3.11 teach fine arts (art, music, etc.).	1	2	3	4
4.0 MANAGEMENT				
I WOULD LIKE TO LEARN MORE ABOUT HOW TO:				
4.1 organize my material and resources.	1	2	3	4
4.2 collaborate with other teachers, teacher assistants, and resource personnel to improve student achievement.	1	2	3	4
4.3 attend to individual student differences.	1	2	3	4
4.4 attend to behavior problems in the classroom.	1	2	3	4
4.5 use feedback and positive reinforcement with students.	1	2	3	4
4.6 foster acceptance and appreciation of cultural diversity.	1	2	3	4

5.0 LINGUISTIC SKILLS

I WOULD LIKE TO DEVELOP FURTHER MY SPANISH LANGUAGE SKILLS IN THE FOLLOWING AREAS:

		not desired	little extent	to an average extent	to a great extent
5.1	the speaking and comprehension of Spanish.	1	2	3	4
5.2	the teaching of Spanish language arts.	1	2	3	4
5.3	the teaching of social studies in Spanish.	1	2	3	4
5.4	the teaching of science in Spanish.	1	2	3	4
5.5	the teaching of math in Spanish.	1	2	3	4
5.6	the teaching of health and physical education in Spanish.	1	2	3	4
5.7	the teaching of the fine arts in Spanish.	1	2	3	4

6.0 CULTURE

I WOULD LIKE TO LEARN MORE ABOUT:

6.1	the nature and content of the culture of the language minority group.	1	2	3	4
6.2	the history of the group's ancestry.	1	2	3	4
6.3	the contributions of the group(s) to history and culture.	1	2	3	4
6.4	the contemporary life style(s) of the group.	1	2	3	4
6.5	the differences and similarities between cultures and the potential for conflict as well as opportunities they may create for children.	1	2	3	4
6.6	how the effects of cultural and socioeconomic variables influence the students' general level of development and socialization.	1	2	3	4

7.0 ASSESSMENT AND EVALUATION

I WOULD LIKE TO LEARN MORE ABOUT HOW TO:

7.1	assess student's language dominance.	1	2	3	4
7.2	assess the student's educational needs in the subject/content area.	1	2	3	4

		not desired	little extent	to an average extent	to a great extent
7.3	diagnose language needs and prescribe instruction.	1	2	3	4
7.4	analyze and interpret miscues in reading and prescribe instruction.	1	2	3	4
7.5	administer and interpret individual reading inventories (IRI) in Spanish.	1	2	3	4
7.6	evaluate student learning progress.	1	2	3	4
7.7	evaluate the appropriateness of materials for bilingual education.	1	2	3	4
7.8	evaluate the classroom learning environment.	1	2	3	4
7.9	determine when a child is ready to transfer from reading in one language to reading in another.	1	2	3	4
7.10	determine when a child is ready to receive subject matter instruction in her/his second language.	1	2	3	4
7.11	assess learning capabilities of children (e.g., aptitude, cognitive development).	1	2	3	4

8.0 SCHOOL - COMMUNITY RELATIONS

I WOULD LIKE TO LEARN MORE ABOUT HOW TO:

		not desired	little extent	to an average extent	to a great extent
8.1	incorporate community resources into the instructional programs.	1	2	3	4
8.2	foster community participation in the schooling process.	1	2	3	4
8.3	obtain more information on community cultural traits.	1	2	3	4
8.4	involve parents as participants in the instructional process.	1	2	3	4

9.0 OTHER

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ATTACHMENT XIV

Data Organized by Grade Level

FORT WORTH SCHOOL DISTRICT

Kindergarten Teachers (N=13)

(Rank Ordering of Highest Priority Items)

Rank Order	Average Response	Item Number	
1	(3.54)	1.6	the individualization of instruction for different language groups
2	(3.38)	7.7	evaluate the appropriateness of materials for bilingual education
3	(3.31)	7.6	evaluate student learning progress
4	(3.31)	7.2	assess the student's educational needs in the subject/content area
5	(3.31)	2.9	adapt materials to teach content areas, i.e., science, math, social studies, in Spanish
6	(3.31)	2.6	develop materials to teach Spanish language arts
7	(3.23)	1.3	functions and patterns of language use (socio-linguistics)
8	(3.23)	1.5	the differences and similarities between the child's first and second language(s)
9	(3.23)	2.7	adapt materials to teach Spanish language arts
10	(3.23)	2.8	develop materials to teach content areas, i.e., science, math, social studies, in Spanish
11	(3.23)	5.2	the teaching of Spanish language arts
12	(3.23)	7.1	assess student's language dominance
13	(3.23)	7.3	diagnose language needs and prescribe instruction

FORT WORTH SCHOOL DISTRICT

First Grade Teachers (N=12)

(Rank Ordering of Highest Priority Items)

Rank Order	Average Response	Item Number	
1	(3.58)	7.7	evaluate the appropriateness of materials for bilingual education
2	(3.50)	1.6	the individualization of instruction for different language groups
3	(3.42)	7.9	determine when a child is ready to transfer from reading in one language to reading in another
4	(3.36)	3.1	teach English as a second language
5	(3.33)	7.6	evaluate student learning progress
6	(3.27)	3.11	teach fine arts (art, music, etc.)
7	(3.27)	1.8	the setting up of learning centers
8	(3.27)	2.2	schedule activities for different language groups
9	(3.25)	7.4	analyze and interpret miscues in reading and prescribe instruction
10	(3.18)	3.5	teach and integrate culture in the curriculum and in the classroom
11	(3.17)	7.3	diagnose language needs and prescribe instruction
12	(3.17)	1.5	the differences and similarities between the child's first and second language(s)

FORT WORTH SCHOOL DISTRICT

Second Grade Teachers (N=14)

(Rank Ordering of Highest Priority Items)

Rank Order	Average Response	Item Number	
1	(3.50)	7.9	determine when a child is ready to transfer from reading in one language to reading in another
2	(3.43)	7.10	determine when a child is ready to receive subject matter instruction in her/his second language
3	(3.36)	1.6	the individualization of instruction for different language groups
4	(3.31)	4.3	attend to individual student differences
5	(3.21)	8.4	involve parents as participants in the instructional process
6	(3.15)	1.7	the implementation of inquiry/discovery strategies for learning
7	(3.14)	2.6	develop materials to teach Spanish language arts
8	(3.14)	2.7	adapt materials to teach Spanish language arts
9	(3.14)	3.9	teach reading
10	(3.14)	1.8	the setting up of learning centers
11	(3.07)	2.2	schedule activities for different language groups
12	(3.07)	7.11	assess learning capabilities of children (e.g., aptitude, cognitive development)
13	(2.93)	7.4	analyze and interpret miscues in reading and prescribe instruction
14	(2.93)	2.8	develop materials to teach content areas, i.e., science, math, social studies, in Spanish
15	(2.86)	2.9	adapt materials to teach content areas, i.e., science, math, social studies, in Spanish
16	(2.86)	3.5	teach and integrate culture in the curriculum and in the classroom
17	(2.86)	5.2	the teaching of Spanish language arts

FORT WORTH SCHOOL DISTRICT

Grades 3-5 Teachers (N=24)

(Rank Ordering of Highest Priority Items)

Rank Order	Average Response	Item Number	
1	(3.29)	2.2	schedule activities for different language groups
2	(3.25)	1.6	the individualization of instruction for different language groups
3	(3.13)	2.9	adapt materials to teach content areas, i.e., science, math, social studies, in Spanish
4	(3.09)	2.8	develop materials to teach content areas, i.e., science, math, social studies, in Spanish
5	(3.09)	7.2	assess the student's educational needs in the subject/content area
6	(3.05)	3.1	teach English as a second language
7	(3.04)	1.2	the theoretical foundations of second language learning and teaching
8	(3.04)	2.1	group children according to language classification
9	(3.00)	1.8	the setting up of learning centers
10	(3.00)	3.9	teach reading
11	(3.00)	4.6	foster acceptance and appreciation of cultural diversity
12	(2.96)	7.3	diagnose language needs and prescribe instruction
13	(2.96)	7.9	determine when a child is ready to transfer from reading in one language to reading in another
14	(2.96)	7.10	determine when a child is ready to receive subject matter instruction in her/his second language
15	(2.92)	2.6	develop materials to teach Spanish language arts
16	(2.91)	2.7	adapt materials to teach Spanish language arts
17	(2.90)	3.5	teach and integrate culture in the curriculum and in the classroom

FORT WORTH SCHOOL DISTRICT

Teachers with no experience (N=18)

(Rank Ordering of Highest Priority Items)

Rank Order	Average Response	Item Number	
1	(3.50)	1.6	the individualization of instruction for different language groups
2	(3.39)	7.6	evaluate student learning progress
3	(3.22)	4.6	foster acceptance and appreciation of cultural diversity
4	(3.22)	1.4	the nature of language and of the acquisition process
5	(3.22)	1.5	the differences and similarities between the child's first and second language(s)
6	(3.17)	1.7	the implementation of inquiry/discovery strategies for learning
7	(3.17)	8.4	involve parents as participants in the instructional process
8	(3.11)	8.2	foster community participation in the schooling process
9	(3.11)	4.4	attend to behavior problems in the classroom
10	(3.11)	4.5	use feedback and positive reinforcement with students
11	(3.11)	2.9	adapt materials to teach content areas, i.e., science, math, social studies, in Spanish
12	(3.06)	2.2	schedule activities for different language groups
13	(3.06)	2.8	develop materials to teach content areas, i.e., science, math, social studies, in Spanish
14	(3.06)	3.1	teach English as a second language
15	(3.06)	4.2	collaborate with other teachers, teacher assistants, and resource personnel to improve student achievement
16	(3.06)	4.3	attend to individual student differences
17	(3.00)	3.9	teach reading
18	(3.00)	6.5	the differences and similarities between cultures and the potential for conflict as well as opportunities they may create for children
19	(3.00)	7.2	assess the student's educational needs in the subject/content areas
20	(3.00)	7.8	evaluate the classroom learning environment

FORT WORTH SCHOOL DISTRICT

Teachers with 1 year experience (N=12)

(Rank Ordering of Highest Priority Items)

Rank Order	Average Response	Item Number	
1	(3.50)	2.2	schedule activities for different language groups
2	(3.45)	7.2	assess the student's educational needs in the subject/content area
3	(3.27)	7.4	analyze and interpret miscues in reading and prescribe instruction
4	(3.09)	7.6	evaluate student learning progress
5	(3.09)	4.6	foster acceptance and appreciation of cultural diversity
6	(3.09)	6.5	the differences and similarities between cultures and the potential for conflict as well as opportunities they may create for children
7	(3.09)	6.6	how the effects of cultural and socioeconomic variables influence the students' general level of development and socialization
8	(3.09)	4.3	attend to individual student differences
9	(3.08)	1.6	the individualization of instruction for different language groups
10	(3.08)	2.1	group children according to language classification
11	(3.08)	2.9	adapt materials to teach content areas, i.e., science, math, social studies, in Spanish
12	(3.00)	3.5	teach and integrate culture in the curriculum and in the classroom
13	(3.00)	4.1	organize my material and resources
14	(3.00)	4.4	attend to behavior problems in the classroom

FORT WORTH SCHOOL DISTRICT

Teachers with 2 years experience (N=11)

(Rank Ordering of Highest Priority Items)

Rank Order	Average Response	Item Number	
1	(3.64)	1.8	the setting up of learning centers
2	(3.55)	2.2	schedule activities for different language groups
3	(3.55)	2.5	select materials for instruction
4	(3.55)	4.3	attend to individual student differences
5	(3.55)	7.2	assess the student's educational needs in the subject/content area
6	(3.45)	5.1	the speaking and comprehension of Spanish
7	(3.45)	6.5	the differences and similarities between cultures and the potential for conflict as well as opportunities they may create for children
8	(3.45)	6.6	how the effects of cultural and socioeconomic variables influence the students' general level of development and socialization
9	(3.36)	1.6	the individualization of instruction for different language groups
10	(3.36)	3.5	teach and integrate culture in the curriculum and in the classroom
11	(3.36)	7.4	analyze and interpret miscues in reading and prescribe instruction
12	(3.36)	7.9	determine when a child is ready to transfer from reading in one language to reading in another
13	(3.36)	7.10	determine when a child is ready to receive subject matter instruction in her/his second language
14	(3.30)	2.1	group children according to language classification
15	(3.30)	3.9	teach reading

FORT WORTH SCHOOL DISTRICT

Teachers with 3 years experience (N=21)

(Rank Ordering of Highest Priority Items)

Rank Order	Average Response	Item Number	
1	(3.33)	1.6	the individualization of instruction for different language groups
2	(3.24)	7.9	determine when a child is ready to transfer from reading in one language to reading in another
3	(3.14)	4.3	attend to individual student differences
4	(3.10)	1.5	the differences and similarities between the child's first and second language(s)
5	(3.00)	2.2	schedule activities for different language groups
6	(3.00)	4.6	foster acceptance and appreciation of cultural diversity
7	(3.00)	7.10	determine when a child is ready to receive subject matter instruction in her/his second language
8	(2.95)	8.4	involve parents as participants in the instructional process
9	(2.95)	3.1	teach English as a second language
10	(2.95)	2.5	select materials for instruction
11	(2.90)	1.1	the philosophy and theory of bilingual education
12	(2.90)	1.3	functions and patterns of language use (socio-linguistics)
13	(2.89)	1.7	the implementation of inquiry/discovery strategies for learning
14	(2.86)	1.2	the theoretical foundations of second language learning and teaching
15	(2.86)	2.7	adapt materials to teach Spanish language arts
16	(2.85)	7.6	evaluate student learning progress
17	(2.81)	2.9	adapt materials to teach content areas, i.e., science, math, social studies, in Spanish
18	(2.81)	3.5	teach and integrate culture in the curriculum and in the classroom
19	(2.81)	6.5	the differences and similarities between cultures and the potential for conflict as well as opportunities they may create for children
20	(2.80)	1.4	the nature of language and of the acquisition process

FORT WORTH SCHOOL DISTRICT

Teachers with 4 years experience (N=9)

(Rank Ordering of Highest Priority Items)

Rank Order	Average Response	Item Number	
1	(3.75)	3.9	teach reading
2	(3.75)	4.4	attend to behavior problems in the classroom
3	(3.75)	6.6	how the effects of cultural and socioeconomic variables influence the students' general level of development and socialization
4	(3.67)	7.7	evaluate the appropriateness of materials for bilingual education
5	(3.67)	8.4	involve parents as participants in the instructional process
6	(3.50)	4.3	attend to individual student differences
7	(3.44)	1.2	the theoretical foundations of second language learning and teaching
8	(3.44)	1.8	the setting up of learning centers
9	(3.44)	7.3	diagnose language needs and prescribe instruction
10	(3.33)	1.6	the individualization of instruction for different language groups
11	(3.33)	7.4	analyze and interpret miscues in reading and prescribe instruction
12	(3.33)	7.9	determine when a child is ready to transfer from reading in one language to reading in another

FORT WORTH SCHOOL DISTRICT

Teachers with 5 or 5+ Years Experience (N=32)

(Rank Ordering of Highest Priority Items)

Rank Order	Average Response	Item Number	
1	(3.13)	1.6	the individualization of instruction for different language groups
2	(3.00)	4.3	attend to individual student differences
3	(2.91)	1.2	the theoretical foundations of second language learning and teaching
4	(2.84)	7.7	evaluate the classroom learning environment
5	(2.78)	1.5	the differences and similarities between the child's first and second language(s)
6	(2.78)	5.1	the speaking and comprehension of Spanish
7	(2.78)	6.6	how the effects of cultural and socioeconomic variables influence the students' general level of development and socialization
8	(2.77)	4.6	foster acceptance and appreciation of cultural diversity
9	(2.77)	1.8	the setting up of learning centers
10	(2.77)	2.5	select materials for instruction
11	(2.75)	7.9	determine when a child is ready to transfer from reading in one language to reading in another
12	(2.75)	7.10	determine when a child is ready to receive subject matter instruction in her/his second language
13	(2.72)	7.6	evaluate student learning progress
14	(2.72)	7.11	assess learning capabilities of children (e.g., aptitude, cognitive development)

FORT WORTH SCHOOL DISTRICT
Overall Group (N=104)
Clusters of Highest Priority Items

Individualization of instruction	1.6, 4.3, 2.2
Appreciation of cultural diversity	4.6, 6.5
Evaluation of student's needs and academic progress	7.6, 7.2

FORT WORTH SCHOOL DISTRICT

Kindergarten Teachers (N=13)

Clusters of Highest Priority Items

Individualization of Instruction	1.6
Assessment of Materials for Bilingual Education	7.7
Evaluation of Students' Needs and Academic Progress	7.6, 7.2
Development and Adaptation of Materials for Spanish Content Areas	2.6 - 2.9
Understanding, Assessing, Diagnosing, and responding to students' language needs	1.3, 1.5, 7.1, 7.3

FORT WORTH SCHOOL DISTRICT

First Grade Teachers (N=12)

Clusters of Highest Priority Items

Assessment of materials for bilingual education	7.7
Individualized instruction	1.6, 1.8
Reading	7.9, 7.4
Evaluate student academic progress	7.6
Knowledge of language instruction	3.1, 7.3, 1.5
Teach secondary content areas	3.11, 3.5
Organizational/management	2.2

FORT WORTH SCHOOL DISTRICT

Second Grade Teachers (N=14)

Clusters of Highest Priority Items

Reading	7.9, 3.9
Assessment of linguistic competence in second language	7.10
Individualization of instruction	1.6, 4.3, 1.8
Community Involvement	8.4
Inquiry/discovery strategies	1.7
Development and adaptation of materials	2.6, 2.7

FORT WORTH SCHOOL DISTRICT

Grades 3-5 Teachers (N=24)

Clusters of Highest Priority Items

Organizational/Management: Grouping and Planning for Instruction	2.2, 2.1
Development and Adaptation of Materials for Content Areas in Spanish	2.8, 2.9
Individualization of Instruction	1.6, 1.8
Assessment of Students's Educational Needs	7.2
Knowledge of Teaching English as a Second Language	3.1, 1.2

ATTACHMENT XV

Coding Instructions for Bilingual Classroom Questionnaire

ATTACHMENT XV

Coding Instructions for Bilingual Classroom Questionnaire

Columns

0-4 TEACHER CODE - last four digits of SS#.

5 GRADE CURRENTLY TEACHING

0-K
1-1st
2-2nd
3-3rd
4-4th
5-5th
6-6th
7-7th
8-8th
9- Resource Teacher, or combined grades

6 AMOUNT OF EXPERIENCE

0-never
1-1 yr
2-2 yrs
3-3 yrs
4-4 yrs
5-5 yrs or more

7-12 (any other information which may be used for sorting purposes)

14-15 NUMBER OF ACTIVITY SEGMENTS, i.e., number of repeated 15 column blocks starting at column 16 (a right justified integer).

16-17 ACTIVITY CODE

Spanish Language Arts
1 - Spanish as a First Language
2 - Spanish as a Second Language
3 - Spanish Reading
4 - Writing/Spelling in Spanish
5 - Other 1

English Language Arts
6 - English as a First Language
7 - English as a Second Language
8 - Reading in English
9 - Writing/Spelling in English
10 - Other 2

Major Content Areas
11 - Science
12 - Mathematics
13 - Social Studies
14 - Other 3

Minor Content Areas
15 - Music
16 - Art
17 - Physical Education
.18 - Other 4

Columns

18 CATEGORY CODE

1 - Spanish Language Arts
2 - English Language Arts
3 - Major Content Areas
4 - Minor Content Areas

19-21 TIME ALLOTMENTS - right justified integer in min./day; for noncontinuous activities, determine average daily time allotment in min./day.

21-27 LANGUAGE CATEGORIES

22 - BB "0" NO
23 - BE "1" YES
24 - BS
25 - ME
26 - MS
27 - LL

28 INSTRUCTOR

1 - Teacher
2 - Team Teacher
3 - Resource Teacher
4 - Teacher Aide
5 - Other

29 LANGUAGE OF INSTRUCTION

1 - Primary English
2 - Primary Spanish
3 - Alternating use of both
4 - Code Switching

30 LANGUAGE OF MATERIALS

1 - English
2 - Spanish
3 - Both
4 - No Materials

(REPEAT COLUMNS 16-30 as many times as necessary to record each activity listed on Bilingual Classroom Questionnaire; continue on additional cards if necessary, skipping first 15 columns. The number of repeated blocks is the number of "activity segments" entered in columns 14-15.)

ATTACHMENT XVI

BCQERR and BCQTAB Programs Deck Structures

ATTACHMENT XVI

Deck Structure for BCQTAB:

(1) printing request card:
  Col. 1: printing of individual (summed) activities occur if a zero appears and is suppressed if any other integer appears;
  Col. 2: printing of activities summed over a classroom (individual teacher summaries) occurs if a zero appears and is suppressed if any other integer appears
(2) title card: echo printed at the top of the general definition page
(3) data cards: any number of cards occurring in blocks by teacher number and organized within a block by serial position of activity
(4) end card: last card consisting of a '99' appearing in cols. 14-15

Deck Structure for BCQERR:

(1) title card: echo printed as the first output line
(2) data cards: as specified above
(3) end card: as specified above

Usage procedure:

(1) get printout of data cards and check the following
  (a) order by blocks of teachers
  (b) order within blocks by serial position of activity number,
  (c) number of activities corresponds to number specified on first card for each teacher
(2) run deck on BCQERR correcting any errors indicated
(3) run deck on BCQTAB after placing printing request card on top

ATTACHMENT XVII

BCQERR Program

ATTACHMENT XVII

```
      SUBROUTINE ADDRY (ISUMRY, IACTRY, NODIM)
      DIMENSION ISUMRY (1), IACTRY (1)
      DO 1 I=1, NODIM
    1 ISUMRY(I) = ISUMRY(I) + IACTRY(I)
      RETURN
      END
      SUBROUTINE INZERO (IRY, NODIN)
      DIMENSION IRY (1)
      DO 1 I=1, NODIN
    1 TRY(I) = 0
      RETURN
      END
      SUBROUTINE LSPER (IRAWN, IRAWD, IPERSP, IPEREN, IMNSP, IMNEN,
     *                  ITRSP, ITREN)
      DIMENSION IRAWN (6), IRAWD (6), IPERSP (6), IPEREN (6)
      IALLND = 0
      LESAND = 0
      IMNSP = 0
      IMNEN = 0
      ITRSP = 0
      ITREN = 0
      IALLSP = 0
      IALLEN = 0
      LESASP = 0
      LESAEN = 0
      DO 7 I=1,6
      IF (IRAWD (I)) 1,1,3
    1 IPERSP(I) = 0
      IPEREN(I) = 0
      GO TO 7
    3 IPERSP(I) = (IRAWN(I) * 100) / IRAWD(I)
      IPEREN(I) = 100 - IPERSP(I)
      IALLND = IALLND + 1
      IALLSP = IALLSP + IPERSP(I)
      IALLEN = IALLEN + IPEREN(I)
      GO TO (7,7,5,7,5,5), I
    5 LESASP = LESASP + IPERSP(I)
      LESAEN = LESAEN + IPEREN(I)
      LESAND = LESAND + 1
    7 CONTINUE
      IF (IALLND) 15,15,10
   10 IMNSP = IALLSP / IALLND
      IMNEN = IALLEN / IALLND
      IF (LESAND) 15,15,13
   13 ITRSP = LESASP / LESAND
      ITREN = LESAEN / LESAND
   15 CONTINUE
      RETURN
      END
```

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```
      SUBROUTINE PCNT (IRYI, IRY, ITIME, [illegible])
      DIMENSION IRYI (1), IRY (1)
      IF (ITIME) 3,3,1
    1 DO 2 I=1, [illegible]
    2 IRYI(I) = (IRY(I) * 100) / ITIME
    3 CONTINUE
      RETURN
      END
```

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```
      SUBROUTINE PRTACT (NTEAID)
      COMMON ISACT (5), ISACTI (5), LIACT (4), LIACTI (4),
     *       LMACT (4), LMACTI (4), LSACT (6), LSACTI (6), ITACT,
     *       IDUMI (303),
     *       IPAGNO, ICLAID, IHIGH, NOACT
C
C  DIMENSION AND SET VALUES FOR ARRAY CONTAINING ACTIVITY NAMES
C
      DIMENSION NAMACT (7, 18)
      DATA NAMACT /'SPANISH AS A FIRST LANGUAGESPANISH AS A SECOND LAN
     *GUAGEREADING IN SPANISH             WRITING/SPELLING IN SPANISH OTHER
     *SPANISH LANGUAGE ARTS ENGLISH AS A FIRST LANGUAGE ENGLISH AS A SEC
     *OND LANGUAGEREADING IN ENGLISH             WRITING/SPELLING IN ENGLIS
     *H OTHER ENGLISH LANGUAGE ARTS SCIENCE                       MATHEMATI
     *CS                  SOCIAL STUDIES                  OTHER MAJOR CONTEN
     *T AREAS   MUSIC                            ART
     *PHYSICAL EDUCATION           OTHER MINOR CONTENT AREAS    '/
C
C  FORMATS USED TO PRINT DATA FOR INDIVIDUAL ACTIVITIES
C
 2000 FORMAT (1H1 //T3,'TEACHER ID NUMBER = ',I4,T122,'PAGE ',I4/)
 2001 FORMAT (/,T3,'ACTIVITY:  ',7A4,T47,'TIME ALLOTMENT:  ',I3,T65,
     *       ' MIN/DAY')
 2003 FORMAT (T3,130('*'),/,
     *       T3,'*',T36,'*',T68,'*',T100,'*',T132,'*',/,
     *       T3,'*',T11,'PRIMARY INSTRUCTOR:',T36,'*',T40,
     *       'LANGUAGE OF INSTRUCTION:',T68,'*',T73,
     *       'LANGUAGE OF MATERIALS:',T100,'*',T103,
     *       'LANGUAGE GROUPS INSTRUCTED:',T132,'*',/,
     *       T3,'*',T36,'*',T68,'*',T100,'*',T118,'PARTICIPATION *'/
     *       T3,'*',T19,'MIN/DAY  PERCENT *',T52,'MIN/DAY PERCENT *',
     *       T83,'MIN/DAY  PERCENT *',T107,'MIN/DAY',T121,'PERCENT',
     *       T132,'*',/,
     *       T3,'*',T36,'*',T68,'*',T100,'*',T132,'*')
 2009 FORMAT (T3,'*',' TEACHER',T21,I3,T30,I3,T36,'* PRIMARILY ENG   ',
     *       I3,T62,I3,T68,'* ENGLISH',T85,I3,T94,I3,T100,'* SB',T109,
     *       I3,T123,I3,T132,'*')
 2010 FORMAT (T3,'* TEAM TEACHER',T21,I3,T30,I3,T36,'* PRIMARILY SPAN',
     *       T54,I3,T62,I3,T68,'* SPANISH',T85,I3,T94,I3,T100,'* SP',
     *       T109,I3,T123,I3,T132,'*')
 2011 FORMAT (T3,'* RESOURCE',T21,I3,T30,I3,T36,'* ALTERNATING',T54,I3,
     *       T62,I3,T68,'* BOTH',T85,I3,T94,I3,T100,'* ES',T109,I3,
     *       T123,I3,T132,'*')
```

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```
2012 FORMAT (T5,'* TEACHER AIDE',T21,I3,T30,I3,T36,'* [illegible]',
    *          T54,I3,T62,I3,T68,'* NO MATERIALS    ',I3,T94,I3,T100,
    *          '* [illegible]',T109,I3,T123,I3,T132,'*')
2013 FORMAT (T5,'* OTHER',T21,I3,T30,I3,T36,'*',T68,'*',T100,'* [illegible] ',
    *          T109,I3,T123,I3,T132,'*')
2014 FORMAT (T5,'*',T36,'*',T68,'*',T100,'* LL',T109,I3,T123,I3,T132,
    *          '*')
2015 FORMAT (T5,128('*'))
```

PROGRAM SEGMENT FOR PRINTING INDIVIDUAL SUMMER ACTIVITIES

```
     NOACT = NOACT + 1
     IF (NOACT - 1) 3,1,3
   1 IPAGNO = IPAGNO + 1
     WRITE (3,2000) IBATCH, IPAGNO
   3 WRITE (3,2001) (NAMACT(K,NAMENO), K=1, 7), ITACT
     WRITE (3,2008)
     WRITE (3,2009) ISACT(1),ISACT1(1),LIACT(1),LIACT1(1),
    *               LMACT(1),LMACT1(1),LSACT(1),LSACT1(1)
     WRITE (3,2010) ISACT(2),ISACT1(2),LIACT(2),LIACT1(2),
    *               LMACT(2),LMACT1(2),LSACT(2),LSACT1(2)
     WRITE (3,2011) ISACT(3),ISACT1(3),LIACT(3),LIACT1(3),
    *               LMACT(3),LMACT1(3),LSACT(3),LSACT1(3)
     WRITE (3,2012) ISACT(4),ISACT1(4),LIACT(4),LIACT1(4),
    *               LMACT(4),LMACT1(4),LSACT(4),LSACT1(4)
     WRITE (3,2013) ISACT(5),ISACT1(5),LSACT(5),LSACT1(5)
     WRITE (3,2014) LSACT(6),LSACT1(6)
     WRITE (3,2015)
     IF (NOACT - 4) 7,5,7
   5 NOACT = 0
   7 CONTINUE
     RETURN
     END
```

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```
      SUBROUTINE PRTCLA
      COMMON IDATA (59),
     *        LSLCS (5), ISLCSI (5), LILCS (4), LILCSI (4),
     *        LPLCS (4), LPLCSI (4), LSLCS (5), LSLCSI (5), ITLCS,
     *        ISLCE (5), ISLCEI (5), LILCE (4), LILCEI (4),
     *        LPLCE (4), LPLCEI (4), LSLCE (5), LSLCEI (5), ITLCE,
     *        LSLCG (5),
     *        LSPCP (6), LSPCA (6), LSPCL (6), LSPCSI (6), LSPCEI (6),
     *        LSSCP (6), LSSCA (6), LSSCP (6), LSSCSI (6), LSSCAL (6),
     *        LSACP (6), LSACA (6), LSACL (6), LSACSI (6), LSACEI (6),
     *        ITRLCS, ITRLCE, ITRLCS, ITRLCE,
     *        ITRPCS, ITRPCE, ITRPCS, ITRPCE,
     *        ITRSCS, ITRSCE, ITRSCS, ITRSCE,
     *        ITRCCS, ITRCCE, ITRCCS, ITRCCE,
     *        IPUPS (112),
     *        IPAGE, ICLANG, IDTCH, NCACT
C
C  FORMATS USED TO PRINT DATA FOR A CLASSROOM UNIT
C
 3000 FORMAT (1H1 //T3,'TEACHER ID NUMBER = ',I4,T112,'PAGE ',I4,[illegible])
 3001 FORMAT (T3,'COLLAPSING ACROSS LANGUAGE ARTS:')
 3002 FORMAT (T3,130('*'))
 3003 FORMAT (T3,'*',T46,'*',T89,'*',T132,'*')
 3004 FORMAT (T3,'*',T15,'PRIMARY INSTRUCTOR:',T46,'*',
     *                  T57,'LANGUAGE OF INSTRUCTION:',T89,'*',
     *                  T100,'LANGUAGE OF MATERIALS:',T132,'*',/,
     *        T3,'*',T46,'*',T89,'*',T132,'*')
 3006 FORMAT (T3,'*',T20,'SPANISH',T35,'ENGLISH',T46,'*',
     *                  T65,'SPANISH',T79,'ENGLISH',T89,'*',
     *                  T106,'SPANISH',T121,'ENGLISH',T132,'*',/,
     *        T3,'*',T19,'LANG ARTS:',T34,'LANG ARTS:',T46,'*',
     *                  T64,'LANG ARTS:',T78,'LANG ARTS:',T89,'*',
     *                  T105,'LANG ARTS:',T120,'LANG ARTS:',T132,'*',/,
     *        T3,'*',T46,'*',T89,'*',T132,'*',/,
     *        T3,'*',T19,'MIN/  PER-',T34,'MIN/  PER-',T46,'*',
     *                  T64,'MIN/  PER-',T78,'MIN/  PER-',T89,'*',
     *                  T105,'MIN/  PER-',T120,'MIN/  PER-',T132,'*',/,
     *        T3,'*',T19,'DAY   CENT',T34,'DAY   CENT',T46,'*',
     *                  T64,'DAY   CENT',T78,'DAY   CENT',T89,'*',
     *                  T105,'DAY   CENT',T120,'DAY   CENT',T132,'*',/,
     *        T3,'*',T46,'*',T89,'*',T132,'*')
 3012 FORMAT (T3,'* TEACHER',T19,I3,T25,I3,T34,I3,T40,I3,T46,
     *             '* PRIMARILY ENG',T64,I3,T70,I3,T78,I3,T84,I3,T89,
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```
     *              '* ENGLISH',T105,I3,T111,I3,T117,I3,T123,I3,T132,'*')
3013 FORMAT (T3,'* TEAM TEACHER',T19,I3,T25,I3,T34,I3,T40,I3,T46,
     *              '* PRIMARILY SPAN',T64,I3,T70,I3,T76,I3,T82,I3,T88,
     *              '* SPANISH',T105,I3,T111,I3,T117,I3,T123,I3,T132,'*')
3014 FORMAT (T3,'* RESOURCE',T19,I3,T25,I3,T34,I3,T40,I3,T46,
     *              '* ALTERNATING',T64,I3,T70,I3,T76,I3,T82,I3,T88,
     *              '* BOTH',T105,I3,T111,I3,T117,I3,T123,I3,T132,'*')
3015 FORMAT (T3,'* TEACHER AIDE',T19,I3,T25,I3,T34,I3,T40,I3,T46,
     *              '* CODE SWITCHING',T64,I3,T70,I3,T76,I ,T82,I3,T88,
     *              '* NO PATTERNS',T105,I3,T111,I3,T117,I3,T123,I3,T132,
     *              '*')
3016 FORMAT (T3,'* OTHER',T19,I3,T25,I3,T34,I3,T40,I3,T46,
     *              '*',T66,'*',T132,'*')
3018 FORMAT (T3,130('*'),/,
     *          T3,'*',T66,'*',T132,'*',/,
     *          T3,'*',T16,'LANGUAGE GROUPS INSTRUCTED (PART 1):',T66,
     *              '*',T82,'LANGUAGE GROUPS INSTRUCTED (PART 2):',T132,
     *              '*',/,
     *          T3,'*',T66,'*',T132,'*')
3022 FORMAT (T3,'*',T12,'SPANISH LANGUAGE ARTS:',T42,
     *                   'ENGLISH LANGUAGE ARTS:',T66,'*',T132,'*',/,
     *          T3,'*',T66,'*',T87,'AVERAGE PARTICIPATION:',T110,
     *                               'AVERAGE PARTICIPATION',T132,'*')
3024 FORMAT (T3,'*',T9,'MIN/  PARTICIPATION PERCENT',T40,
     *                  'MIN/  PARTICIPATION PERCENT',T66,
     *              '*',T87,'PERCENT OF LANG ARTS',
     *                 T110,'PERCENT OF LANG ARTS',T132,'*',/,
     *          T3,'*',T9,'DAY   OF LANG ARTS DEVOTED',T40,
     *                  'DAY   OF LANG ARTS DEVOTED',T66,
     *              '*',T87,'DEVOTED TO SPANISH',
     *                 T110,'DEVOTED TO ENGLISH',T132,'*',/,
     *          T3,'*',T16,'TO SPANISH LANG ARTS',
     *                 T46,'TO ENGLISH LANG ARTS',T66,
     *              '*',T87,'LANG ARTS',
     *                 T110,'LANG ARTS',T132,'*')
3027 FORMAT (T3,'*',T66,'* AVERAGE ACROSS',T132,'*')
3028 FORMAT (T3,'* SB',T10,I3,T25,I3,T40,I3,T54,I3,T66,
     *              '* ALL LANG GROUPS',T96,I3,T117,I3,T132,'*')
3029 FORMAT (T3,'* LE',T10,I3,T25,I3,T40,I3,T54,I3,T66,
     *              '* REPRESENTED',T132,'*')
3030 FORMAT (T3,'* ES',T10,I3,T25,I3,T40,I3,T54,I3,T66,'*',T132,'*')
3031 FORMAT (T3,'* [illegible]',T10,I3,T25,I3,T40,I3,T54,I3,T66,
     *              '* AVERAGE ACROSS',T132,'*')
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```
3032 FORMAT (T3,'* NS',T10,I3,T25,I3,T40,I3,T54,I3,T68,
   *            '* LESA LANG GROUPS',T96,I3,T119,I3,T132,'*')
3033 FORMAT (T3,'* LL',T10,I3,T25,I3,T40,I3,T54,I3,T68,
   *            '* REPRESENTED',T132,'*')
3034 FORMAT (T3,'*',T68,'*',T132,'*',/,T3,130('*'))
4100 FORMAT (1H1 //T3,'TEACHER ID NUMBER = ',I5,T112,'PAGE ',I4)
4101 FORMAT (/,T3,'COLLAPSING ACROSS MAJOR CONTENT AREAS:')
4201 FORMAT (/,T3,'COLLAPSING ACROSS MINOR CONTENT AREAS:')
4301 FORMAT (/,T3,'COLLAPSING ACROSS BOTH CONTENT AREA TYPES:')
4022 FORMAT (T3,'*',T12,'INSTRUCTION IN SPANISH:',
   *                 T42,'INSTRUCTION IN ENGLISH:',T68,'*',T132,'*'/
   *           T3,'*',T68,'*',T87,'AVERAGE PARTICIPATION',
   *                            T110,'AVERAGE PARTICIPATION',T132,'*')
4024 FORMAT (T3,'*',T10,'MIN/  PARTICIPATION PERCENT',
   *                 T40,'MIN/ PARTICIPATION PERCENT  *',
   *                 T87,'PERCENT OF MAJOR',
   *                 T110,'PERCENT OF MAJOR',T132,'*',/,
   *           T3,'*',T10,'DAY   OF MAJOR CONTENT AREAS',
   *                 T40,'DAY  OF MAJOR CONTENT AREAS *',
   *                 T87,'CONTENT AREAS TAUGHT',
   *                 T110,'CONTENT AREAS TAUGHT  *')
4025 FORMAT (T3,'*',T16,'TAUGHT IN SPANISH',
   *                 T45,'TAUGHT IN ENGLISH',T68,'*',
   *                 T87,'IN SPANISH',
   *                 T110,'IN ENGLISH',T132,'*',/,
   *           T3,'*',T68,'* AVERAGE ACROSS',T132,'*')
5024 FORMAT (T3,'*',T10,'MIN/  PARTICIPATION PERCENT',
   *                 T40,'MIN/ PARTICIPATION PERCENT  *',
   *                 T87,'PERCENT OF MINOR',
   *                 T110,'PERCENT OF MINOR',T132,'*',/,
   *           T3,'*',T10,'DAY   OF MINOR CONTENT AREAS',
   *                 T40,'DAY  OF MINOR CONTENT AREAS *',
   *                 T87,'CONTENT AREAS TAUGHT',
   *                 T110,'CONTENT AREAS TAUGHT  *')
6024 FORMAT (T3,'*',T10,'MIN/  PARTICIPATION PERCENT',
   *                 T40,'MIN/ PARTICIPATION PERCENT  *',
   *                 T87,'PERCENT OF ALL',
   *                 T110,'PERCENT OF ALL',T132,'*',/,
   *           T3,'*',T10,'DAY   OF ALL CONTENT AREAS',
   *                 T40,'DAY  OF ALL CONTENT AREAS',T68,'*',
   *                 T87,'CONTENT AREAS TAUGHT',
   *                 T110,'CONTENT AREAS TAUGHT  *')
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```
C  PROGRAM SEGMENT FOR PRINTING DATA FROM CLASSROOM UNITS: LANGUAGE
C
      IPAGNO = IPAGNO + 1
      WRITE (3,3000) IDTCH, IPAGNO
      WRITE (3,3001)
      WRITE (3,3002)
      WRITE (3,3003)
      WRITE (3,3004)
      WRITE (3,3006)
      WRITE (3,3012) ISLCS(1),ISLCS1(1),ISLCE(1),ISLCE1(1),
     *               LILCS(1),LILCS1(1),LILCE(1),LILCE1(1),
     *               LMLCS(1),LMLCS1(1),LMLCE(1),LMLCE1(1)
      WRITE (3,3013) ISLCS(2),ISLCS1(2),ISLCE(2),ISLCE1(2),
     *               LILCS(2),LILCS1(2),LILCE(2),LILCE1(2),
     *               LMLCS(2),LMLCS1(2),LMLCE(2),LMLCE1(2)
      WRITE (3,3014) ISLCS(3),ISLCS1(3),ISLCE(3),ISLCE1(3),
     *               LILCS(3),LILCS1(3),LILCE(3),LILCE1(3),
     *               LMLCS(3),LMLCS1(3),LMLCE(3),LMLCE1(3)
      WRITE (3,3015) ISLCS(4),ISLCS1(4),ISLCE(4),ISLCE1(4),
     *               LILCS(4),LILCS1(4),LILCE(4),LILCE1(4),
     *               LMLCS(4),LMLCS1(4),LMLCE(4),LMLCE1(4)
      WRITE (3,3016) ISLCS(5),ISLCS1(5),ISLCE(5),ISLCE1(5)
      WRITE (3,3003)
      WRITE (3,3018)
      WRITE (3,3022)
      WRITE (3,3024)
      WRITE (3,3027)
      WRITE (3,3028) LSLCS(1),LSLCS1(1),LSLCE(1),LSLCE1(1),IMNLCS,IMNLC
      WRITE (3,3029) LSLCS(2),LSLCS1(2),LSLCE(2),LSLCE1(2)
      WRITE (3,3030) LSLCS(3),LSLCS1(3),LSLCE(3),LSLCE1(3)
      WRITE (3,3031) LSLCS(4),LSLCS1(4),LSLCE(4),LSLCE1(4)
      WRITE (3,3032) LSLCS(5),LSLCS1(5),LSLCE(5),LSLCE1(5),ITALCS,ITALC
      WRITE (3,3033) LSLCS(6),LSLCS1(6),LSLCE(6),LSLCE1(6)
      WRITE (3,3034)
C
C  PROGRAM SEGMENT FOR PRINTING DATA FROM CLASSROOM UNITS:  MAJOR CON
C
      IPAGNO = IPAGNO + 1
      WRITE (3,4100) IDTCH, IPAGNO
      WRITE (3,4101)
      WRITE (3,3018)
      WRITE (3,3022)
      WRITE (3,4024)
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      WRITE (3,4026)
      WRITE (3,3028) LSPCW(1),LSPCS1(1),LSPCE(1),LSPCE1(1),IMNPCS,IMNPC
      WRITE (3,3029) LSPCW(2),LSPCS1(2),LSPCE(2),LSPCE1(2)
      WRITE (3,3030) LSPCW(3),LSPCS1(3),LSPCE(3),LSPCE1(3)
      WRITE (3,3031) LSPCW(4),LSPCS1(4),LSPCE(4),LSPCE1(4)
      WRITE (3,3032) LSPCW(5),LSPCS1(5),LSPCE(5),LSPCE1(5),ITRPCS,ITRPC
      WRITE (3,3033) LSPCW(6),LSPCS1(6),LSPCE(6),LSPCE1(6)
      WRITE (3,3034)

   PROGRAM SEGMENT FOR PRINTING DATA FROM CLASSROOM UNITS:  STAR CON

      WRITE (3,4201)
      WRITE (3,3010)
      WRITE (3,4022)
      WRITE (3,5024)
      WRITE (3,4026)
      WRITE (3,3028) LSSCW(1),LSSCS1(1),LSSCE(1),LSSCE1(1),IMNSCS,IMNSC
      WRITE (3,3029) LSSCW(2),LSSCS1(2),LSSCE(2),LSSCE1(2)
      WRITE (3,3030) LSSCW(3),LSSCS1(3),LSSCE(3),LSSCE1(3)
      WRITE (3,3031) LSSCW(4),LSSCS1(4),LSSCE(4),LSSCE1(4)
      WRITE (3,3032) LSSCW(5),LSSCS1(5),LSSCE(5),LSSCE1(5),ITRSCS,ITRSC
      WRITE (3,3033) LSSCW(6),LSSCS1(6),LSSCE(6),LSSCE1(6)
      WRITE (3,3034)

   PROGRAM SEGMENT FOR PRINTING DATA FROM CLASSROOM UNITS:  COMBINED CON

      WRITE (3,4301)
      WRITE (3,3010)
      WRITE (3,4022)
      WRITE (3,6024)
      WRITE (3,4026)
      WRITE (3,3028) LSCCW(1),LSCCS1(1),LSCCE(1),LSCCE1(1),IMNCCS,IMNCC
      WRITE (3,3029) LSCCW(2),LSCCS1(2),LSCCE(2),LSCCE1(2)
      WRITE (3,3030) LSCCW(3),LSCCS1(3),LSCCE(3),LSCCE1(3)
      WRITE (3,3031) LSCCW(4),LSCCS1(4),LSCCE(4),LSCCE1(4)
      WRITE (3,3032) LSCCW(5),LSCCS1(5),LSCCE(5),LSCCE1(5),ITRCCS,ITRCC
      WRITE (3,3033) LSCCW(6),LSCCS1(6),LSCCE(6),LSCCE1(6)
      WRITE (3,3034)
      RETURN
      END
```

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```
      SUBROUTINE PRTTIT
      DIMENSION ITITLE (80)
C
C  FORMATS FOR PRTTIT
C
1002  FORMAT (80A1)
1003 FORMAT (1H1 // 1X,80A1)
1500 FORMAT (T33,'GENERAL DEFINITIONS AND ABBREVIATIONS USED IN T
    *A ANALYSIS BELOW')
1501 FORMAT (T5,'1.  PARTICIPATION PERCENT:  THIS PERCENTAGE INDICA
    *THE PERCENT OF TIME IN WHICH ONE OR MORE STUDENTS OF THE SPECIFI
    * LANGUAGE ',/,
    *          T33,'GROUP WERE PARTICIPANTS IN THE ACTIVITY OR GROUP OF A
    *CTIVITIES INDICATED')
1502 FORMAT (T5,'2.  ACTIVITY TYPE GROUPINGS:',////,
    *          T10,'SPANISH LANGUAGE ARTS:',T42,'ENGLISH LANGUAGE ARTS:',
    *T73,'MAJOR CONTENT AREAS:',T105,'MINOR CONTENT AREAS:'//
    *          T7,'SPANISH AS A FIRST LANGUAGE',T39,'ENGLISH AS A FIRST L
    *ANGUAGE',T70,'SCIENCE',T102,'MUSIC',/,T7,'SPANISH AS A SECOND LANG
    *UAGE',T39,'ENGLISH AS A SECOND LANGUAGE',T70,'MATHEMATICS',T102,'A
    *RT'/T7,'READING IN SPANISH',T39,'READING IN ENGLISH',T70,'SOCIAL S
    *TUDIES',T102,'PHYSICAL EDUCATION'/T7, 'WRITING/SPELLING IN SPANISH
    *',T39,'WRITING/SPELLING IN ENGLISH',T70,'OTHER MAJOR CONTENT AREAS
    *',T102,'OTHER MINOR CONTENT AREAS',/,T7,'OTHER SPANISH LANGUAGE AR
    *TS',T39,'OTHER ENGLISH LANGUAGE ARTS')
1503 FORMAT (T5,'3.  LANGUAGE GROUP ABBREVIATIONS:',////,
    *          T47,'BB = BALANCED BILINGUAL',/,
    *          T47,'BE = PARTIAL BILINGUAL/ENGLISH DOMINANT',/,
    *          T47,'BS = PARTIAL BILINGUAL/SPANISH DOMINANT',/,
    *          T47,'ME = MONOLINGUAL ENGLISH',/,
    *          T47,'MS = MONOLINGUAL SPANISH',/,
    *          T47,'LL = LIMITED ENGLISH/LIMITED SPANISH')
1504 FORMAT (T5,'4.  LESA LANGUAGE GROUPS CONSIST OF BS, MS, AND LL STU
    *DENTS')
1510 FORMAT (//////)
C
C  READ AND WRITE VERBATIM THE TITLE (SECOND) CARD AND PRINT TITLE PAGE
C
      READ (9,1002) ITITLE
      WRITE (3,1003) ITITLE
      WRITE (3,1510)
      WRITE (3,1500)
      WRITE (3,1510)
```

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```
      WRITE (3,1501)
      WRITE (3,1510)
      WRITE (3,1502)
      WRITE (3,1510)
      WRITE (3,1503)
      WRITE (3,1510)
      WRITE (3,1504)
      WRITE (3,1510)
      RETURN
      END
```

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```
      SUBROUTINE [illegible]
      COMMON [illegible] ( [illegible] ),
     *          LSLAS (6), LSLAS1 (6), LSLAE1 (6), LSLAND (6),
     *          LSPAS (6), LSPAS1 (6), LSPAE1 (6), LSPAND (6),
     *          LSSAS (6), LSSAS1 (6), LSSAE1 (6), LSSAND (6),
     *          LSCAS (6), LSCAS1 (6), LSCAE1 (6), LSCAND (6),
     *          IMNLAS, IMNLAE, IMNPAS, IMNPAE,
     *          ITRLAS, ITRLAE, ITRPAS, ITRPAE,
     *          IMNSAS, IMNSAE, IMNCAS, IMNCAE,
     *          ITRSAS, ITRSAE, ITRCAS, ITRCAE,
     *          [illegible], ICLAND, IOTCH, [illegible]ACT
;
;  FORMATS USED TO PRINT DATA FOR COLLAPSING ACROSS ALL CLASSROOMS
;
 7000 FORMAT (1H1 //T122,'PAGE ',I4)
 7001 FORMAT (T3,'COLLAPSING ACROSS ALL CLASSROOMS SUBMITTED (N =',I3,
     *          '):')
 7002 FORMAT (T3,130('*'),/,
     *          T3,'*',T68,'*',T132,'*',/,
     *          T3,'*',T21,'LANGUAGE GROUPS INSTRUCTED IN',T68,
     *              '*',T86,'LANGUAGE GROUPS INSTRUCTED IN',T132,'*')
 7005 FORMAT (T3,'*',T29,'LANGUAGE ARTS:',T68,
     *              '*',T91,'MAJOR CONTENT AREAS:',T132,'*')
 7006 FORMAT (T3,'*',T68,'*',T132,'*',/,
     *          T3,'*',T20,'AVERAGE PARTICIPATION',
     *                  T45,'AVERAGE PARTICIPATION',T68,'*',
     *                  T85,'AVERAGE PARTICIPATION',
     *                  T110,'AVERAGE PARTICIPATION',T132,'*',/,
     *          T3,'*',T20,'PERCENT PER CLASSROOM',
     *                  T45,'PERCENT PER CLASSROOM',T68,'*',
     *                  T85,'PERCENT PER CLASSROOM',
     *                  T110,'PERCENT PER CLASSROOM',T132,'*')
 7009 FORMAT (T3,'*',T20,'OF LANG ARTS DEVOTED',
     *                  T45,'OF LANG ARTS DEVOTED',T68,'*',
     *                  T85,'OF MAJOR CONTENT AREAS',
     *                  T110,'OF MAJOR CONTENT AREAS',T132,'*')
 7010 FORMAT (T3,'*',T20,'TO SPANISH LANG ARTS',
     *                  T45,'TO ENGLISH LANG ARTS',T68,'*',
     *                  T85,'TAUGHT IN SPANISH',
     *                  T110,'TAUGHT IN ENGLISH',T132,'*')
 7011 FORMAT (T3,'*',T68,'*',T132,'*',/,
     *          T3,'*',T68,'*',T132,'*')
 7013 FORMAT (T3,'*',T11,'33',T29,I3,T54,I3,T68,'*',T78,
```

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```
    *                    'BS',T94,I3,T119,I3,T132,'*')
7014 FORMAT (T3,'*',T11,'SS',T29,I3,T54,I3,T58,'*',T78,
    *                    'SE',T94,I3,T119,I3,T132,'*')
7015 FORMAT (T3,'*',T11,'ES',T29,I3,T54,I3,T58,'*',T78,
    *                    'ES',T94,I3,T119,I3,T132,'*')
7016 FORMAT (T3,'*',T11,'BE',T29,I3,T54,I3,T58,'*',T78,
    *                    'BE',T94,I3,T119,I3,T132,'*')
7017 FORMAT (T3,'*',T11,'BS',T29,I3,T54,I3,T58,'*',T78,
    *                    'BS',T94,I3,T119,I3,T132,'*')
7018 FORMAT (T3,'*',T11,'LL',T29,I3,T54,I3,T58,'*',T78,
    *                    'LL',T94,I3,T119,I3,T132,'*')
7021 FORMAT (T3,'* AVERAGE ACROSS',T58,'*',T78,'AVERAGE ACROSS',T132,
    *            '*')
7022 FORMAT (T3,'* ALL LANG GROUPS',T29,I3,T54,I3,T58,
    *               '* ALL LANG GROUPS',T94,I3,T119,I3,T132,'*',/,
    *          T3,'* REPRESENTED',T58,'* REPRESENTED',T132,'*')
7024 FORMAT (T3,'*',T58,'*',T132,'*')
7026 FORMAT (T3,'* LESS LANG GROUPS',T29,I3,T54,I3,T58,
    *               '* LESS LANG GROUPS',T94,I3,T119,I3,T132,'*',/,
    *          T3,'* REPRESENTED',T58,'* REPRESENTED',T132,'*')
7034 FORMAT (T3,'*',T20,'MINOR CONTENT AREAS:',T58,'*',
    *                  T92,'ALL CONTENT AREAS:',T132,'*')
7038 FORMAT (T3,'*',T20,'OF MINOR CONTENT AREAS',
    *                  T45,'OF MINOR CONTENT AREAS',T58,'*',
    *                  T85,'OF ALL CONTENT AREAS',
    *                  T110,'OF ALL CONTENT AREAS',T132,'*',/,
    *          T3,'*',T20,'TAUGHT IN SPANISH',
    *                  T45,'TAUGHT IN ENGLISH',T58,'*',
    *                  T85,'TAUGHT IN SPANISH',
    *                  T110,'TAUGHT IN ENGLISH',T132,'*')
7061 FORMAT (T3,130('*'))

  PROGRAM SEGMENT FOR PRINTING DATA COLLAPSED OVER ALL CLASSROOMS

     IPAGNO = IPAGNO + 1
     WRITE (3,7000) IPAGNO
     WRITE (3,7001) ICLASS
     WRITE (3,7002)
     WRITE (3,7003)
     WRITE (3,7005)
     WRITE (3,7009)
     WRITE (3,7010)
     WRITE (3,7011)
```

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```
      WRITE (3,7013) LSLAS1(1),LSLAE1(1),LSPAS1(1),LSPAE1(1)
      WRITE (3,7014) LSLAS1(2),LSLAE1(2),LSPAS1(2),LSPAE1(2)
      WRITE (3,7015) LSLAS1(3),LSLAE1(3),LSPAS1(3),LSPAE1(3)
      WRITE (3,7016) LSLAS1(4),LSLAE1(4),LSPAS1(4),LSPAE1(4)
      WRITE (3,7017) LSLAS1(5),LSLAE1(5),LSPAS1(5),LSPAE1(5)
      WRITE (3,7018) LSLAS1(6),LSLAE1(6),LSPAS1(6),LSPAE1(6)
      WRITE (3,7011)
      WRITE (3,7021)
      WRITE (3,7022) IMNLAS,IMNLAE,IMNPAS,IMNPAE
      WRITE (3,7024)
      WRITE (3,7021)
      WRITE (3,7023) ITRLAS,ITRLAE,ITRPAS,ITRPAE
      WRITE (3,7024)
      WRITE (3,7011)
      WRITE (3,7002)
      WRITE (3,7034)
      WRITE (3,7006)
      WRITE (3,7038)
      WRITE (3,7011)
      WRITE (3,7013) LSSAS1(1),LSSAE1(1),LSCAS1(1),LSCAE1(1)
      WRITE (3,7014) LSSAS1(2),LSSAE1(2),LSCAS1(2),LSCAE1(2)
      WRITE (3,7015) LSSAS1(3),LSSAE1(3),LSCAS1(3),LSCAE1(3)
      WRITE (3,7016) LSSAS1(4),LSSAE1(4),LSCAS1(4),LSCAE1(4)
      WRITE (3,7017) LSSAS1(5),LSSAE1(5),LSCAS1(5),LSCAE1(5)
      WRITE (3,7018) LSSAS1(6),LSSAE1(6),LSCAS1(6),LSCAE1(6)
      WRITE (3,7011)
      WRITE (3,7021)
      WRITE (3,7022) IMNSAS,IMNSAE,IMNCAS,IMNCAE
      WRITE (3,7024)
      WRITE (3,7021)
      WRITE (3,7023) ITRSAS,ITRSAE,ITRCAS,ITRCAE
      WRITE (3,7024)
      WRITE (3,7011)
      WRITE (3,7061)
      RETURN
      END
```

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```
      PROGRAM BCQTAB
;
;
; THIS PROGRAM ANALYZES DATA PUNCHED FROM THE BILINGUAL CLASSROOM
; QUESTIONNAIRE.  IT ASSUMES THE DATA CARDS HAVE BEEN VERIFIED BY THE
; PROGRAM BCQERR, AND IT EXPECTS THE FOLLOWING DECK STRUCTURE:
;  (1)  PRINTING REQUEST CARD:
;       (A)  COL 1:  PRINTING OF INDIVIDUAL (SUMMED) ACTIVITIES OCCURS
;                    IF A ZERO APPEARS AND IS SUPPRESSED IF ANY OTHER
;                    INTEGER APPEARS
;       (B)  COL 2:  PRINTING OF INDIVIDUAL TEACHER SUMMARIES OCCURS IF
;                    A ZERO APPEARS AND IS SUPPRESSED IF ANY OTHER
;                    INTEGER APPEARS
;  (2)  TITLE CARD:  ECHO PRINTED AT TOP OF DEFINITION PAGE
;  (3)  DATA CARDS:  ANY NUMBER BLOCKED BY TEACHER AND ORGANIZED WITHIN
;                    BLOCKS BY SERIAL POSITION OF ACTIVITY
;  (4)  END CARD :  LAST CARD CONTAINING A '99' IN COLS 14-15
;
;
;
;
; FORMATS USED TO READ FIRST CARD FOR PRINTING REQUESTS (OF ACT AND C
; ARRAY VALUES) AND TO READ DATA FROM CARDS INTO MAT ARRAY
;
1000 FORMAT (I1, I1)
1005 FORMAT (I4, T14, I2, 4(I2,I1,I3,I1,I1,I1,I1,I1,I1,I1,I1,I1))
1007 FORMAT (T16, 4(I2,I1,I3,I1,I1,I1,I1,I1,I1,I1,I1,I1))
;
; DECLARE ALL ACT ARRAYS AND VARIABLES IN COMMON (THOSE
; REFERENCED BY PRTACT FOR PRINTING)
; TOTAL LOCATIONS = 39
;
      COMMON ISACT (5), ISACT1 (5), LIACT (4), LIACT1 (4),
     *       LMACT (4), LMACT1 (4), LSACT (6), LSACT1 (6),
     *       ITACT
;
; DECLARE ALL C (CLASS) ARRAYS AND VARIABLES IN COMMON (THOSE
; REFERENCED BY PRTCLA FOR PRINTING)
; TOTAL LOCATIONS = 190
;
      COMMON ISLCS (5), ISLCS1 (5), LILCS (4), LILCS1 (4),
     *       LMLCS (4), LMLCS1 (4), LSLCS (6), LSLCS1 (6), ITLCS,
     *       ISLCE (5), ISLCE1 (5), LILCE (4), LILCE1 (4),
     *       LMLCE (4), LMLCE1 (4), LSLCE (6), LSLCE1 (6), ITLCE,
     *       LSLCOM (6),
     *       LSPCW (6), LSPCA (6), LSPCE (6), LSPCS1 (6), LSPCE1 (6),
```

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```
  *        LSSCW (6), LSSCS (6), LSSCP (6), LSSCSI (6), LSSCEI (6),
  *        LSCCW (6), LSCCS (6), LSCCP (6), LSCCSI (6), LSCCEI (6),
  *        IMNLCS, IMNLCE, ITRLCS, ITRLCE,
  *        IMNPCS, IMNPCE, ITRPCS, ITRPCE,
  *        IMNSCS, IMNSCE, ITRSCS, ITRSCE,
  *        IMNCCS, IMNCCE, ITRCCS, ITRCCE

 DECLARE ALL A (ALL OR TOTAL) ARRAYS AND VARIABLES IN COMMON (TH
 REFERENCED BY PRTTOT FOR PRINTING)
 TOTAL LOCATIONS = 112

    COMMON LSLAS (6), LSLASI (6), LSLAEI (6), LSLAW (6),
  *        LSPAS (6), LSPASI (6), LSPAEI (6), LSPAW (6),
  *        LSSAS (6), LSSASI (6), LSSAEI (6), LSSAW (6),
  *        LSCAS (6), LSCASI (6), LSCAEI (6), LSCAW (6),
  *        IMNLAS, IMNLAE, IMNPAS, IMNPAE,
  *        ITRLAS, ITRLAE, ITRPAS, ITRPAE,
  *        IMNSAS, IMNSAE, IMNCAS, IMNCAE,
  *        ITRSAS, ITRSAE, ITRCAS, ITRCAE

 DECLARE MISCELLANEOUS VARIABLES USED IN PRINTING ROUTINES IN COMMON
 TOTAL LOCATIONS = 4

    COMMON IPAGNO, ICLANO, IDTCH, NOACT

 DIMENSION DUMMY ARRAYS AND ESTABLISH EQUIVALENCE TO BE USED TO
 INITIALIZE ACT, C, AND A ARRAYS TO ZERO

    DIMENSION IACTRY (39), ICLARY (190), ITOTRY (116)
    EQUIVALENCE (ISACT(1),IACTRY(1)),
  *             (ISLCS(1),ICLARY(1)),
  *             (LSLAS(1),ITOTRY(1))
    DATA NACTRY, NCLARY, NTOTRY /39, 190, 116/

 DIMENSION MAT ARRAY TO HOLD DATA FOR A CLASSROOM UNIT

    DIMENSION MAT (40, 12)

 PRESET ALL CONSTANTS

    DATA LASTNO, IENDNO /99, 99/,
  *      ISNO, LINO, LKNO, LSNO /5, 4, 4, 6/,
  *      MACARD, MAXMAT, MAXACT /4, 12, 40/,
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```
     *      MATACT,MATCAT,MATTIM,MATSB,MATBE,MATSS,MATHE,MATHS,MATLL,
     *      MATTS,MATLI,MATLA /1,2,3,4,5,6,7,8,9,10,11,12/
C
C  READ FIRST CARD FOR FLAG INDICATING WHETHER OR NOT PRINTING OF ACT
C  AND C ARRAY VALUES ARE DESIRED (YES IF ZEROS IN COLS 1 AND 2,
C  RESPECTIVELY) AND READ AND PRINT SECOND CARD ALONG WITH TITLE PAGE
C  VIA PRTITL
C
        READ (9,1000) NOPACT, NOPCLS
        CALL PRTITL
C
C  ZERO I ARRAYS AND VARIABLES AND MAT ARRAY
C
        CALL INZERO (ITOTRY, NTOTRY)
        LASTNO = MAXACT
      1 DO 2 I=1, [illegible]
        DO 2 J=1, MAXDAT
      2 MAT(I,J) = 0
C
C  READ THE FIRST CARD FOR A CLASSROOM UNIT, COMPUTE THE NUMBER OF CARDS
C  USED, AND READ THAT MANY CARDS INTO MAT ARRAYS
C
        READ (9,1005) IDTCH, IACTNO,
     *                 ( (MAT(I,J), J=1, MAXDAT), I=1, MACARD)
        IF (IACTNO - LASTNO) 5,125,5
      5 ICRDNO = IACTNO / MACARD
        IF (IACTNO - (ICRDNO * MACARD)) 10,10,8
      8 ICRDNO = ICRDNO + 1
     10 IF (ICRDNO - 1) 18,18,13
     13 IDEX = 5
        NDEX = 8
        DO 15 K=2, ICRDNO
        READ (9,1007) ( (MAT(I,J), J=1, MAXDAT), I=IDEX, NDEX)
        IDEX = IDEX + MACARD
     15 NDEX = IDEX + 3
C
C  SET ALL C ARRAYS AND VARIABLES TO ZERO,
C  INITIALIZE MAIN LOOP TO PROCESS A CLASSROOM UNIT, AND
C  SET ALL ACT ARRAYS AND VARIABLES TO ZERO
C
     18 CALL INZERO (ICLARY, NCLARY)
        DO 80 MATDEX=1, IACTNO
        IF (MAT(MATDEX, MATACT) - ITDNO) 80,86,80
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```
20 IFOUND = MATDIR
   CALL INZERO (IACTRY, NACTRY)

ADD RAW TIMES TO 4 ACT ARRAYS FOR THE ACTIVITY UNDER CONSIDERATION

22 IN = IFOUND
   K = MAT(IN,MATIS)
   ISACT(K) = ISACT(K) + MAT(IN,MATTIM)
   K = MAT(IN,MATLI)
   LIACT(K) = LIACT(K) + MAT(IN,MATTIM)
   K = MAT(IN,MATLM)
   LMACT(K) = LMACT(K) + MAT(IN,MATTIM)
   DO 27 J=MATPB, MATLL
   IF (MAT(IN,J)) 27,27,25
25 LSACT(J-3) = LSACT(J-3) + MAT(IN,MATTIM)
27 CONTINUE
   ITACT = ITACT + MAT(IN,MATTIM)

COMPUTE WEIGHTED TIME VALUES FOR PRIMARY/SECONDARY CONTENT AREA AND
ADD TO THE APPROPRIATE LS C ARRAY

   JMP1 = MAT(IN,MATCAT) - 3
   IF (JMP1) 56,30,30
30 JMP2 = MAT(IN,MATLI)
   GO TO (33,35,37,37), JMP2
33 IWGTIM = 0
   GO TO 40
35 IWGTIM = MAT(IN,MATTIM)
   GO TO 40
37 IWGTIM = MAT(IN,MATTIM) / 2
40 IF (JMP1) 56,43,50
43 DO 47 J=MATPB, MATLL
   IF (MAT(IN,J)) 47,47,45
45 LSPCW(J-3) = LSPCW(J-3) + IWGTIM
47 CONTINUE
   GO TO 56
50 DO 55 J=MATPB, MATLL
   IF (MAT(IN,J)) 55,55,53
53 LSSCW(J-3) = LSSCW(J-3) + IWGTIM
55 CONTINUE

. SEARCH THE REMAINING ACTIVITIES IN MAT FOR AN IDENTICAL ACTIVITY JUST
. AS THE ONE UNDER CONSIDERATION
```

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```
56 IF (IACTNO - IN) 64,57,57
57 IVAL = IN + 1
   DO 63 J=IVAL, IACTNO
   IF (MAT(IN,MATACT) - MAT(J,MATACT)) 63,60,63
60 IFOUND = J
   MAT(IN, ITACT) = IFOUND
   GO TO 63
63 CONTINUE

USING THE VALUES OF THE SUMMED INDIVIDUAL ACTIVITY CONTAINED IN THE
ACT ARRAYS, SET THE VALUES FOR ITS APPROPRIATE ACTIVITY TYPE IN THE
C ARRAYS

64 JUMPI = MAT(IN,MATCAT)
   GO TO (65,66,67,68), JUMPI

COLLAPSE OVER SPANISH LANGUAGE ARTS BY ADDING VALUES FROM ACT ARRAYS
TO LCS ARRAYS

65 CALL ADDRY (ISLCS, ISACT, ISNO)
   CALL ADDRY (LILCS, LIACT, LINO)
   CALL ADDRY (LMLCS, LMACT, LMNO)
   CALL ADDRY (LSLCS, LSACT, LSNO)
   ITLCS = ITLCS + ITACT
   GO TO 70

COLLAPSE OVER ENGLISH LANGUAGE ARTS BY ADDING VALUES FROM ACT ARRAYS
TO LCE ARRAYS

66 CALL ADDRY (ISLCE, ISACT, ISNO)
   CALL ADDRY (LILCE, LIACT, LINO)
   CALL ADDRY (LMLCE, LMACT, LMNO)
   CALL ADDRY (LSLCE, LSACT, LSNO)
   ITLCE = ITLCE + ITACT
   GO TO 70

COLLAPSE OVER PRIMARY CONTENT AREAS BY ADDING VALUES FROM ACT ARRAYS
TO PC ABSOLUTE TIME ARRAYS

67 CALL ADDRY (LSPCA, LSACT, LSNO)
   GO TO 70
```

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```
C[illegible]LLAPSE VAR[illegible]ARY CONTENT AREAS BY [illegible]ING VALUES [illegible]
TO SC + S LO[illegible] TIME ARRAYS

6[illegible] CALL [illegible]RAY (LS CA, LSACT, LSNO)

PRINT THE INDIVIDUAL SHARED ACTIVITY UNDER CONSIDERATION IF AS [illegible]

70 IF (NOPACT) 75,75,75
75 CALL PCENT (ISACT1, ISACT, ITACT, ISNO)
   CALL PCENT (LIACT1, LIACT, ITACT, LINO)
   CALL PCENT (LMACT1, LMACT, ITACT, LMNO)
   CALL PCENT (LSACT1, LSACT, ITACT, LSNO)
   CALL PRTACT (MAT(I[illegible],M-TACT))
7[illegible] MAT(IN,M-TACT) = [illegible]
80 CONTINUE

COMPUTE PERCENTS FOR LCS ARRAYS (SPAN LANG ARTS WITHIN A CLASSROOM)

   CALL PCENT (ISLCS1, ISLCS, ITLCS, ISNO)
   CALL PCENT (LILCS1, LILCS, ITLCS, LINO)
   CALL PCENT (LMLCS1, LMLCS, ITLCS, LMNO)
   DO 83 I=1, LSNO
83 LSLCOM(I) = LSLCS(I) + LSLCE(I)
   CALL LSPER (LSLCS, LSLCOM, LSLCS1, LSLCE1, IMNLCS, IMNLCE, ITRLCS,
  *             ITRLCE)

COMPUTE PERCENTS FOR LCE ARRAYS (ENG LANG ARTS WITHIN A CLASSROOM)


   CALL PCENT (ISLCE1, ISLCE, ITLCE, ISNO)
   CALL PCENT (LILCE1, LILCE, ITLCE, LINO)
   CALL PCENT (LMLCE1, LMLCE, ITLCE, LMNO)
COMPUTE PERCENTS FOR LS ARRAY FOR PC, SC, AND CC CLASSROOM TOTALS,
AND ABSOLUTE VALUES FOR E COUNTERPARTS TO S VALUES

   CALL LSPER (LSPCW, LSPCA, LSPCS1, LSPCE1, I[illegible]PCS, IMNPCE, ITRPCS,
  *             ITRPCE)
   CALL LSPER (LSSCW, LSSCA, LSSCS1, LSSCE1, I[illegible]SCS, IMNSCE, ITRSCS,
  *             ITRSCE)
   DO 84 I=1, LSNO
   LSPCE(I) = LSPCA(I) - LSPCW(I)
84 LSSCE(I) = LSSCA(I) - LSSCW(I)
   DO 85 I=1, LSNO
```

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```
      LSCCW(I) = LSPCW(I) + LSSCW(I)
   85 LSCCA(I) = LSPCA(I) + LSSCA(I)
      CALL LSPER (LSCCW, LSCCA, LSCCS1, LSCCE1, IMNCCS, IMNCCE, ITRCCS,
     #            ITRCCE)
      DO 87 I=1, LSNO
   87 LSCCE(I) = LSCCA(I) - LSCCW(I)
C
C     COLLAPSE OVER SPAN LANG ART PERCENTS IN LS ARRAYS FOR ALL CLASSROOMS
C     BY ADDING VALUES FROM LCS1 ARRAY TO LAS ARRAY
C
      DO 93 I=1, LSNO
      IF (LSLCS1(I)) 88,88,90
   88 IF (LSLCE1(I)) 93,93,90
   90 LSLAS(I) = LSLAS(I) + LSLCS1(I)
      LSLANO(I) = LSLANO(I) + 100
   93 CONTINUE
C
C     COLLAPSE OVER PRIMARY CONTENT AREA PERCENTS IN LS ARRAYS FOR ALL
C     CLASSROOMS BY ADDING VALUES FROM PCS1 ARRAY TO PAS ARRAY
C
      DO 100 I=1, LSNO
      IF (LSPCS1(I)) 95,95,98
   95 IF (LSPCE1(I)) 100,100,98
   98 LSPAS(I) = LSPAS(I) + LSPCS1(I)
      LSPANO(I) = LSPANO(I) + 100
  100 CONTINUE
C
C     COLLAPSE OVER SECONDARY CONTENT AREA PERCENTS IN LS ARRAYS FOR ALL
C     CLASSROOMS BY ADDING VALUES FROM SCS1 ARRAY TO SAS ARRAY
C
      DO 108 I=1, LSNO
      IF (LSSCS1(I)) 103,103,105
  103 IF (LSSCE1(I)) 108,108,105
  105 LSSAS(I) = LSSAS(I) + LSSCS1(I)
      LSSANO(I) = LSSANO(I) + 100
  108 CONTINUE
C
C     COLLAPSE OVER COMBINED CONTENT AREA PERCENTS IN LS ARRAYS FOR ALL
C     CLASSROOMS BY ADDING VALUES FROM CCS1 ARRAY TO CAS ARRAY
C
      DO 115 I=1, LSNO
      IF (LSCCS1(I)) 110,110,113
  110 IF (LSCCE1(I)) 115,115,113
```

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```
113 LSCAS(I) = LSCAS(I) + LSCASI(I)
    LSCANO(I) = LSCANO(I) + 100
115 CONTINUE

 PRINT THE CLASSROOM SUMMARY IF REQUESTED, UPDATE CLASSROOM COUNTER,
 SET NOACT SO NEXT ACTIVITY SORTED WILL BE PRINTED AT THE TOP OF A NEW
 PAGE, AND RETURN TO BEGIN PROCESSING ANOTHER CLASSROOM UNIT

    IF (MOPCLA) 120,118,120
118 CALL PRTCLA
120 ICLANO = ICLANO + 1
    NOACT = 0
    GO TO 1

 COMPUTE PERCENTS FOR COLLAPSING OVER ALL CLASSROOMS FOR THE RELEVANT
 ACTIVITY TYPES (LAS, PAS, SAS, AND CAS ARRAYS)

125 CALL LSPER (LSLAS, LSLANO, LSLASI, LSLAEI, IMNLAS, IMNLAE, ITRLAS,
   *             ITRLAE)
    CALL LSPER (LSPAS, LSPANO, LSPASI, LSPAEI, IMNPAS, IMNPAE, ITRPAS,
   *             ITRPAE)
    CALL LSPER (LSSAS, LSSANO, LSSASI, LSSAEI, IMNSAS, IMNSAE, ITRSAS,
   *             ITRSAE)
    CALL LSPER (LSCAS, LSCANO, LSCASI, LSCAEI, IMNCAS, IMNCAE, ITRCAS,
   *             ITRCAE)
    CALL PRTTOT
    STOP
    END
```

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ATTACHMENT XVIII

BCQTAB Program

ATTACHMENT XVIII

```
      SUBROUTINE PRTERR (JMPVAL)
      COMMON IERR, IN

   FORMATS USED TO WRITE ERROR MESSAGES

 2001 FORMAT (6X,'INVALID TEACHER ID NUMBER')
 2002 FORMAT (6X,'INVALID GRADE LEVEL PARAMETER')
 2003 FORMAT (6X,'INVALID TEACHING EXPERIENCE PARAMETER')
 2004 FORMAT (6X,'INVALID NUMBER OF ACTIVITIES SPECIFIED')
 2005 FORMAT (6X,'NUMBER OF ACTIVITIES SPECIFIED DOES NOT MATCH NUMB
     *ER LISTED')
 2006 FORMAT (6X,'INVALID CATEGORY CODE IN ACTIVITY NUMBER ',I2)
 2007 FORMAT (6X,'MISMATCHED ACTIVITY AND CATEGORY CODE IN ACTIVITY NUMB
     *ER ',I2)
 2008 FORMAT (6X,'INVALID TIME SPECIFICATION IN ACTIVITY NUMBER ',I2)
 2009 FORMAT (6X,'INVALID CODE FOR LANGUAGE OF STUDENT IN ACTIVITY NUMBE
     *R ',I2)
 2010 FORMAT (6X,'INVALID CODE FOR PRIMARY INSTRUCTOR IN ACTIVITY NUMBER
     * ',I2)
 2011 FORMAT (6X,'INVALID CODE FOR LANGUAGE OF INSTRUCTION IN ACTIVITY N
     *UMBER ',I2)
 2012 FORMAT (6X,'INVALID CODE FOR LANGUAGE OF MATERIALS IN ACTIVITY NUMB
     *ER ',I2)
 2013 FORMAT (6X,'ALL ZERO LANGUAGE OF STUDENT CATEGORIES IN ACTIVITY NU
     *MBER ',I2)

   CODE FOR PRINTING ERROR MESSAGES BASED ON PASSED PARAMETER JMPVAL

      IERR = 1
      GO TO (1,2,3,4,5,6,7,8,9,10,11,12,13), JMPVAL
    1 WRITE (3,2001)
      RETURN
    2 WRITE (3,2002)
      RETURN
    3 WRITE (3,2003)
      RETURN
    4 WRITE (3,2004)
      RETURN
    5 WRITE (3,2005)
      RETURN
    6 WRITE (3,2006) IN
      RETURN
    7 WRITE (3,2007) IN
```

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```
   RETURN
 8 WRITE (3,2008) IN
   RETURN
 9 WRITE (3,2009) IN
   RETURN
10 WRITE (3,2010) IN
   RETURN
11 WRITE (3,2011) IN
   RETURN
12 WRITE (3,2012) IN
   RETURN
13 WRITE (3,2013) IN
   RETURN
   END
```

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```
      PROGRAM SCCERR
C
C THIS PROGRAM CHECKS DATA CARDS TO BE ANALYZED BY SCCTAB FOR VALID
C PARAMETER SPECIFICATIONS.  IT EXPECTS THE FOLLOWING DECK STRUCTURE:
C  (1)  TITLE CARD (TO BE ECHO PRINTED AS THE FIRST OUTPUT LINE),
C  (2)  ANY NUMBER OF DATA CARDS ORGANIZED SEQUENTIALLY ACCORDING TO
C       TEACHER OF CLASS
C  (3)  AN END CARD CONSISTING OF '99' APPEARING IN COLS 14-15
C
C
C FORMATS USED TO READ AND WRITE TITLE CARD, READ DATA INTO MAT ARRAY,
C AND WRITE TEACHER HEADINGS
C
1000 FORMAT (80A1)
1003 FORMAT (/ 1X,80A1)
1005 FORMAT (I1,I1,I1,T14,I2,4(I2,I1,I3,I1,I1,I1,I1,I1,I1,I1,I1,I1))
1007 FORMAT (T16,4(I2,I1,I3,I1,I1,I1,I1,I1,I1,I1,I1,I1))
1010 FORMAT (/ 1X,'ERRORS DETECTED FOR TEACHER ID NUMBER ',I4,':')
1013 FORMAT ('+',T47,'NONE')
1015 FORMAT (/ 1X, 'INVALID NUMBER OF ACTIVITIES FOR TEACHER ',I4)
C
C DECLARE VARIABLES USED BY PRTERR IN COMMON
C
      COMMON IERR, ID
C
C DIMENSION TITLE CARD BUFFER AND MAT ARRAY
C
      DIMENSION ITITLE (80), MAT (99, 12)
C
C PRESET ALL CONSTANTS
C
      DATA LASTID,MXCARD,MAXDAT,MAXACT /99,4,12,48/,
     *     MATACT,MATCAT,MATTIM /1,2,3/,
     *     MATPR,MATLR,MATBS,MATME,MATMS,MATLL /4,5,6,7,8,9/,
     *     MATIS,MATLI,MATLC /10,11,12/
C
C READ AND WRITE TITLE CARD
C
      READ (9,1000) ITITLE
      WRITE (6,1003) ITITLE
C
C INITIALIZE MAT ARRAY, READ FIRST CARD FOR A CLASSROOM UNIT, COMPUTE
C THE NUMBER OF CARDS USED, AND READ THAT MANY CARDS INTO MAT ARRAY
```

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```
   [illegible] = 0
 1 DO 2 I=1, IACTNO
   DO 2 J=1, MAXDAT
 2 MAT(I,J) = 0
   READ (9,1005) IDTCH,IGRADE,IEXP,IACTNO,
  *               ( (MAT(I,J), J=1, MAXDAT), I=1, MACARD)
   IF (IACTNO) 3,3,4
 3 WRITE (3,1015) IDTCH
   GO TO 190
 4 IF (IACTNO - LASTNO) 5,190,5
 5 ICRDNO = IACTNO / MACARD
   IF (IACTNO - (ICRDNO * MACARD)) 10,10,6
 6 ICRDNO = ICRDNO + 1
10 IF (ICRDNO - 1) 18,18,13
13 IDEX = 5
   NDEX = 8
   DO 15 K=2, ICRDNO
   READ (9,1007) ( (MAT(I,J), J=1, MAXDAT), I=IDEX, NDEX)
   IDEX = IDEX + MACARD
15 NDEX = IDEX + 3

 SET IERR TO FALSE (0) AND WRITE TEACHER HEADING

18 IERR = 0
   WRITE (3,1010) IDTCH

 SSN:  0 TO 9999

   IF (IDTCH) 23,25,20
20 IF (IDTCH - 9999) 25,25,23
23 CALL PRTERR (1)

 GRADE TAUGHT:  0 TO 9

25 IF (IGRADE) 30,33,27
27 IF (IGRADE - 9) 33,33,30
30 CALL PRTERR (2)

 TEACHING EXPERIENCE:  0 TO 5

33 IF (IEXP) 37,40,35
35 IF (IEXP - 5) 40,40,37
```

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```
37 CALL PRT[illegible] (3)

 NUMBER OF ACTIVITIES:  1 TO 40

 41 IF (I[illegible] - MAXACT) 47,47,45
 45 CALL PR[illegible] (4)
 47 IF (MAT(I[illegible], [illegible])) 55,55,50
 50 IF (MAT(I[illegible]+1,MATACT)) 55,105,55
 55 CALL PRT[illegible] (5)

 LOOP FOR CHECKING EACH ACTIVITY CONTAINED IN [illegible]

105 DO 180 I=1, [illegible]

 CATEGORY CODE:  1 TO 4
 ACTIVITY CODE:  1 TO 18

     IF (MAT(I[illegible], MATCAT)) 107,107,105
105 IF (MAT(I[illegible], MATCAT) - 4) 110,110,107
107 CALL PRT[illegible] (6)
     GO TO 1[illegible]
110 INCAT = MAT(I[illegible],MATCAT)
     INACT = MAT(I[illegible],MATCAT)
     GO TO (113,117,123,127), INCAT

 SEA:  1 TO 5

113 IF (INACT - 1) 133,135,115
115 IF (INACT - 5) 135,135,133

 ELA:  6 TO 10

117 IF (INACT - 6) 133,135,120
120 IF (INACT - 10) 135,135,133

 MAJOR CONTENT:  11 TO 14

123 IF (INACT - 11) 133,135,125
125 IF (INACT - 14) 135,135,133

 MINOR CONTENT:  15 TO 18

127 IF (INACT - 15) 133,135,130
```

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```
130 IF ([illegible] - 1) 133,135,133
133 CALL PRTERR (7)
135 CONTINUE

 TIME ALLOTMENT:  1 TO 999

    IF (MAT(IN,MATTIM)) 143,143,140
140 IF (MAT(IN,MATTIM) - 999) 145,145,143
143 CALL PRTERR (8)

 LS CATEGORIES:  0 OR 1

145 IZERO = 0
    DO 156 J=[illegible], [illegible]
    IF (MAT(IN,J)) 153,156,150
150 IF (MAT(IN,J) - 1) 155,155,153
153 CALL PRTERR (9)
155 IZERO = 1
156 CONTINUE
    IF (IZERO) 158,157,158
157 CALL PRTERR (13)

 IS CATEGORY:  1 TO 5

158 IF (MAT(IN,MATIS)) 160,160,159
159 IF (MAT(IN,MATIS) - 5) 163,163,160
160 CALL PRTERR (10)

 LI CATEGORY:  1 TO 4

163 IF (MAT(IN,MATLI)) 167,167,165
165 IF (MAT(IN,MATLI) - 4) 170,170,167
167 CALL PRTERR (11)

 LM CATEGORY:  1 TO 4

170 IF (MAT(IN,MATLM)) 175,175,173
173 IF (MAT(IN,MATLM) - 4) 180,180,175
175 CALL PRTERR (12)
180 CONTINUE

 WRITE NOTE IF NO ERRORS WERE DETECTED (IERR = 0)
```

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```
      IF (IERR) 187,185,187
  185 WRITE (3,1013)
  187 GO TO 1
  190 CONTINUE
      STOP
      END
```

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ATTACHMENT XIX

Example of Printed Output for BCQ Data

Attachment XIV (a)

[illegible] DATA - GRADE 1   JULY 10, 1979

GENERAL DEFINITIONS AND ABBREVIATIONS

1. PARTICIPATION PERCENT: THIS PERCENTAGE INDICATES THE PERCEN
GROUP WERE PARTICIPANTS IN THE ACTIV

2. ACTIVITY TYPE GROUPINGS:

SPANISH LANGUAGE ARTS:	ENGLISH LANGUAGE ARTS:
SPANISH AS A FIRST LANGUAGE	ENGLISH AS A FIRST LANGUAGE
SPANISH AS A SECOND LANGUAGE	ENGLISH AS A SECOND LANGUAGE
READING IN SPANISH	READING IN ENGLISH
WRITING/SPELLING IN SPANISH	WRITING/SPELLING IN ENGLISH
OTHER SPANISH LANGUAGE ARTS	OTHER ENGLISH LANGUAGE ARTS

3. LANGUAGE GROUP ABBREVIATIONS:

BB = BALANCED BILINGU
BE = PARTIAL BILINGUAL/
BS = PARTIAL BILINGUAL/
ME = MONOLINGUAL ENGL
MS = MONOLINGUAL SPAN
LL = LIMITED ENGLISH/LI

4. LESA LANGUAGE GROUPS CONSIST OF BS, MS, AND LL STUDENTS

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ATTACHMENT XIV

```
SED IN THE DATA ANALYSIS BELOW



IME IN WHICH ONE OR MORE STUDENTS OF THE SPECIFIED LANGUAGE
 GROUP OF ACTIVITIES INDICATED



 MAJOR CONTENT AREAS:              MINOR CONTENT AREAS:

IENCE                            MUSIC
THEMATICS                        ART
IAL STUDIES                      PHYSICAL EDUCATION
ER MAJOR CONTENT AREAS           OTHER MINOR CONTENT AREAS



LISH DOMINANT
ANISH DOMINANT

TED SPANISH
```

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Attachment XIV Page 1

```
TEACHER ID NUMBER = 9436

ACTIVITY:  ENGLISH AS A SECOND LANGUAGE       TIME ALLOTMENT:    0
**********************************************************************
*                                         *
*         PRIMARY INSTRUCTOR:             *   LANGUAGE OF INSTRUCTION:
*                                         *
*                     MIN/DAY  PERCENT    *                 MIN/DAY PERCENT
*                                         *
* TEACHER                0         0      * PRIMARILY ENG     20       100
* TEAM TEACHER           0         0      * PRIMARILY SPAN     0         0
* RESOURCE              20       100      * ALTERNATING        0         0
* TEACHER AIDE           0         0      * CODE SWITCHING     0         0
* OTHER                  0         0      *
*                                         *
**********************************************************************

ACTIVITY:  MATHEMATICS                        TIME ALLOTMENT:   18
**********************************************************************
*                                         *
*         PRIMARY INSTRUCTOR:             *   LANGUAGE OF INSTRUCTION:
*                                         *
*                     MIN/DAY  PERCENT    *                 MIN/DAY PERCENT
*                                         *
* TEACHER               18       100      * PRIMARILY ENG      0         0
* TEAM TEACHER           0         0      * PRIMARILY SPAN     0         0
* RESOURCE               0         0      * ALTERNATING       18       100
* TEACHER AIDE           0         0      * CODE SWITCHING     0         0
* OTHER                  0         0      *
*                                         *
**********************************************************************

ACTIVITY:  ENGLISH AS A FIRST LANGUAGE        TIME ALLOTMENT:     7
**********************************************************************
*                                         *
*         PRIMARY INSTRUCTOR:             *   LANGUAGE OF INSTRUCTION:
*                                         *
*                     MIN/DAY  PERCENT    *                 MIN/DAY PERCENT
*                                         *
* TEACHER               27       100      * PRIMARILY ENG     27       100
* TEAM TEACHER           0         0      * PRIMARILY SPAN     0         0
* RESOURCE               0         0      * ALTERNATING        0         0
* TEACHER AIDE           0         0      * CODE SWITCHING     0         0
* OTHER                  0         0      *
*                                         *
**********************************************************************

ACTIVITY:  SPANISH AS A FIRST LANGUAGE        TIME ALLOTMENT:     7
**********************************************************************
*                                         *
*         PRIMARY INSTRUCTOR:             *   LANGUAGE OF INSTRUCTION:
*                                         *
*                     MIN/DAY  PERCENT    *                 MIN/DAY PERCENT
*                                         *
* TEACHER               27       100      * PRIMARILY ENG      0         0
* TEAM TEACHER           0         0      * PRIMARILY SPAN    27       100
* RESOURCE               0         0      * ALTERNATING        0         0
* TEACHER AIDE           0         0      * CODE SWITCHING     0         0
* OTHER                  0         0      *
*                                         *
**********************************************************************
```

```
N/DAY
************************************************************
                                     *                           *
    LANGUAGE OF MATERIALS:           *  LANGUAGE GROUPS INSTRUCTED: *
                                     *               PARTICIPATION *
                 MIN/DAY   PERCENT   *        MIN/DAY     PERCENT  *
                                     *                           *
ENGLISH             20       100     * BB      20          100   *
SPANISH              0         0     * BE      20          100   *
BOTH                 0         0     * BS      20          100   *
NO MATERIALS         0         0     * ME       0            0   *
                                     * MS      20          100   *
                                     * LL      20          100   *
************************************************************

N/DAY
************************************************************
                                     *                           *
    LANGUAGE OF MATERIALS:           *  LANGUAGE GROUPS INSTRUCTED: *
                                     *               PARTICIPATION *
                 MIN/DAY   PERCENT   *        MIN/DAY     PERCENT  *
                                     *                           *
ENGLISH              0         0     * BB      18          100   *
SPANISH              0         0     * BE      18          100   *
BOTH                18       100     * BS      18          100   *
NO MATERIALS         0         0     * ME       0            0   *
                                     * MS      18          100   *
                                     * LL      18          100   *
************************************************************

N/DAY
************************************************************
                                     *                           *
    LANGUAGE OF MATERIALS:           *  LANGUAGE GROUPS INSTRUCTED: *
                                     *               PARTICIPATION *
                 MIN/DAY   PERCENT   *        MIN/DAY     PERCENT  *
                                     *                           *
ENGLISH             27       100     * BB      27          100   *
SPANISH              0         0     * BE      27          100   *
BOTH                 0         0     * BS       0            0   *
NO MATERIALS         0         0     * ME       0            0   *
                                     * MS       0            0   *
                                     * LL       0            0   *
************************************************************

N/DAY
************************************************************
                                     *                           *
    LANGUAGE OF MATERIALS:           *  LANGUAGE GROUPS INSTRUCTED: *
                                     *               PARTICIPATION *
                 MIN/DAY   PERCENT   *        MIN/DAY     PERCENT  *
                                     *                           *
ENGLISH              0         0     * BB       0            0   *
SPANISH             27       100     * BE       0            0   *
BOTH                 0         0     * BS      27          100   *
NO MATERIALS         0         0     * ME       0            0   *
                                     * MS      27          100   *
                                     * LL      27          100   *
************************************************************
```

Page 2

```
TEACHER ID NUMBER = 9436

ACTIVITY:  WRITING/SPELLING IN ENGLISH       TIME ALLOTMENT:
********************************************************************
*                                      *
*        PRIMARY INSTRUCTOR:           *   LANGUAGE OF INSTRUCTION:
*                                      *
*                 MIN/DAY  PERCENT     *                  MIN/DAY PERCENT
*                                      *
* TEACHER             9       100      * PRIMARILY ENG      0        0
* TEAM TEACHER        0         0      * PRIMARILY SPAN     0        0
* RESOURCE            0         0      * ALTERNATING        9      100
* TEACHER AIDE        0         0      * CODE SWITCHING     0        0
* OTHER               0         0      *
*                                      *
********************************************************************

ACTIVITY:  PHYSICAL EDUCATION                TIME ALLOTMENT:    15
********************************************************************
*                                      *
*        PRIMARY INSTRUCTOR:           *   LANGUAGE OF INSTRUCTION:
*                                      *
*                 MIN/DAY  PERCENT     *                  MIN/DAY PERCEN
*                                      *
* TEACHER            15       100      * PRIMARILY ENG      0        0
* TEAM TEACHER        0         0      * PRIMARILY SPAN     0        0
* RESOURCE            0         0      * ALTERNATING       15      100
* TEACHER AIDE        0         0      * CODE SWITCHING     0        0
* OTHER               0         0      *
*                                      *
********************************************************************

ACTIVITY:  OTHER SPANISH LANGUAGE ARTS       TIME ALLOTMENT:   1
********************************************************************
*                                      *
*        PRIMARY INSTRUCTOR:           *   LANGUAGE OF INSTRUCTION:
*                                      *
*                 MIN/DAY  PERCENT     *                  MIN/DAY PERCENT
*                                      *
* TEACHER            15       100      * PRIMARILY ENG      0        0
* TEAM TEACHER        0         0      * PRIMARILY SPAN    15      100
* RESOURCE            0         0      * ALTERNATING        0        0
* TEACHER AIDE        0         0      * CODE SWITCHING     0        0
* OTHER               0         0      *
*                                      *
********************************************************************

ACTIVITY:  MUSIC                             TIME ALLOTMENT:    1
********************************************************************
*                                      *
*        PRIMARY INSTRUCTOR:           *   LANGUAGE OF INSTRUCTION:
*                                      *
*                 MIN/DAY  PERCENT     *                  MIN/DAY PERCENT
*                                      *
* TEACHER            15       100      * PRIMARILY ENG      0        0
* TEAM TEACHER        0         0      * PRIMARILY SPAN     0        0
* RESOURCE            0         0      * ALTERNATING       15      100
* TEACHER AIDE        0         0      * CODE SWITCHING     0        0
* OTHER               0         0      *
*                                      *
********************************************************************
```

```
 /DAY
****************************************************************
                                      *                         *
   LANGUAGE OF MATERIALS:             * LANGUAGE GROUPS INSTRUCTED: *
                                      *             PARTICIPATION *
              MIN/DAY  PERCENT        *      MIN/DAY     PERCENT  *
                                      *                         *
NGLISH           0         0          * BB       9         100    *
SPANISH          0         0          * BE       9         100    *
 OTH             9       100          * BS       9         100    *
 O MATERIALS     0         0          * ME       0           0    *
                                      * MS       9         100    *
                                      * LL       9         100    *
****************************************************************

IN/DAY
****************************************************************
                                      *                         *
   LANGUAGE OF MATERIALS:             * LANGUAGE GROUPS INSTRUCTED: *
                                      *             PARTICIPATION *
              MIN/DAY  PERCENT        *      MIN/DAY     PERCENT  *
                                      *                         *
ENGLISH          0         0          * BB      15         100    *
 PANISH          0         0          * BE      15         100    *
 OTH            15       100          * BS      15         100    *
NO MATERIALS     0         0          * ME       0           0    *
                                      * MS      15         100    *
                                      * LL      15         100    *
****************************************************************

 /DAY
****************************************************************
                                      *                         *
   LANGUAGE OF MATERIALS:             * LANGUAGE GROUPS INSTRUCTED: *
                                      *             PARTICIPATION *
              MIN/DAY  PERCENT        *      MIN/DAY     PERCENT  *
                                      *                         *
NGLISH           0         0          * BB      15         100    *
 PANISH         15       100          * BE      15         100    *
BOTH             0         0          * BS      15         100    *
 O MATERIALS     0         0          * ME       0           0    *
                                      * MS      15         100    *
                                      * LL      15         100    *
****************************************************************

 /DAY
****************************************************************
                                      *                         *
   LANGUAGE OF MATERIALS:             * LANGUAGE GROUPS INSTRUCTED: *
                                      *             PARTICIPATION *
              MIN/DAY  PERCENT        *      MIN/DAY     PERCENT  *
                                      *                         *
ENGLISH          0         0          * BB      15         100    *
SPANISH          0         0          * BE      15         100    *
 OTH            15       100          * BS      15         100    *
 O MATERIALS     0         0          * ME       0           0    *
                                      * MS      15         100    *
                                      * LL      15         100    *
****************************************************************
```

Page 3

```
TEACHER ID NUMBER = 9436
```

```
COLLAPSING ACROSS LANGUAGE ARTS:
*************************************************************************
*                                                   *
*           PRIMARY INSTRUCTOR:                     *             LAN AGE  F
*                                                   *
*                SPANISH         ENGLISH            *                 SPAN
*               LANG ARTS:      LANG ARTS:          *               L NG
*                                                   *
*               MIN/   PER-     MIN/   PER-         *               MIN/
*               DAY    CENT     DAY    CENT         *               D
*                                                   *
* TEACHER        42    100       36     64          * PRIMARILY ENG    0
* TEAM TEACHER    0      0        0      0          * PRIMARILY SPA
* RESOURCE        0      0       20     35          * ALTERNATING
* TEACHER AIDE    0      0        0      0          * CODE SWITCHIN    0
* OTHER           0      0        0      0          *
*                                                   *
*************************************************************************
*
*            LANGUAGE GROUPS INSTRUCTED (PART 1):
*
*        SPANISH LANGUAGE ARTS:          ENGLISH LANGUAGE ARTS:
*
*     MIN/  PARTICIPATION PERCENT     MIN/  PARTICIPATION  ERCE
*     DAY   OF LANG ARTS DEVOTED      DAY   OF LANG ARTS DE UTED
*             TO SPANISH LANG ARTS          TO ENGLISH LANG ARTS
*
* BB    15            21               56           79
* BF    15            21               56           79
* BS    42            59               29           41
* ME     0             0                0            0
* MS    42            59               29           41
* LL    42            59               29           41
*
*************************************************************************
```

```
***************************************************************
                    *                                         *
INSTRUCTION:        *         LANGUAGE OF MATERIALS:          *
                    *                                         *
ISH       ENGLISH   *               SPANISH        ENGLISH    *
ARTS:    LANG ARTS: *              LANG ARTS:     LANG ARTS:  *
                    *                                         *
 PER-    MIN/ PER-  *              MIN/  PER-     MIN/ PER-   *
 CENT    DAY  CENT  *              DAY   CENT     DAY  CENT   *
                    *                                         *
   0     47    83   * ENGLISH        0     0      47    83    *
 100      0     0   * SPANISH       42   100       0     0    *
   0      9    16   * BOTH           0     0       9    16    *
   0      0     0   * NO MATERIALS   0     0       0     0    *
                    *                                         *
                    *                                         *
***************************************************************
                                                              *
             LANGUAGE GROUPS INSTRUCTED (PART 2):             *
                                                              *
                                                              *
                 AVERAGE PARTICIPATION  AVERAGE PARTICIPATION *
                 PERCENT OF LANG ARTS   PERCENT OF LANG ARTS  *
                 DEVOTED TO SPANISH     DEVOTED TO ENGLISH    *
                 LANG ARTS              LANG ARTS             *
AVERAGE ACROSS                                                *
ALL LANG GROUPS            43                     56          *
REPRESENTED                                                   *
                                                              *
AVERAGE ACROSS                                                *
LFSA LANG GROUPS           59                     41          *
REPRESENTED                                                   *
                                                              *
***************************************************************
```

Page4

```
TEACHER ID NUMBER = 9436

COLLAPSING ACROSS MAJOR CONTENT AREAS:
*******************************************************************
*
*                  LANGUAGE GROUPS INSTRUCTED (PART 1):
*
*          INSTRUCTION IN SPANISH:          INSTRUCTION IN ENGLISH:
*
*       MIN/  PARTICIPATION PERCENT    MIN/ PARTICIPATION PERCENT
*       DAY   OF MAJOR CONTENT AREAS   DAY  OF MAJOR CONTENT AREA
*             TAUGHT IN SPANISH             TAUGHT IN ENGLISH
*
* BB     9             50                9          50
* BE     9             50                9          50
* BS     9             50                9          50
* ME     0              0                0           0
* MS     9             50                9          50
* LL     9             50                9          50
*
*******************************************************************

COLLAPSING ACROSS MINOR CONTENT AREAS:
*******************************************************************
*
*                  LANGUAGE GROUPS INSTRUCTED (PART 1):
*
*          INSTRUCTION IN SPANISH:          INSTRUCTION IN ENGLISH:
*
*       MIN/  PARTICIPATION PERCENT    MIN/ PARTICIPATION PERCENT
*       DAY   OF MINOR CONTENT AREAS   DAY  OF MINOR CONTENT AREAS
*             TAUGHT IN SPANISH             TAUGHT IN ENGLISH
*
* BB    14             46               16          54
* BE    14             46               16          54
* BS    14             46               16          54
* ME     0              0                0           0
* MS    14             46               16          54
* LL    14             46               16          54
*
*******************************************************************

COLLAPSING ACROSS BOTH CONTENT AREA TYPES:
*******************************************************************
*
*                  LANGUAGE GROUPS INSTRUCTED (PART 1):
*
*          INSTRUCTION IN SPANISH:          INSTRUCTION IN ENGLISH:
*
*       MIN/  PARTICIPATION PERCENT    MIN/ PARTICIPATION PERCENT
*       DAY   OF ALL CONTENT AREAS     DAY  OF ALL CONTENT AREAS
*             TAUGHT IN SPANISH             TAUGHT IN ENGLISH
*
* BB    23             47               25          53
* BE    23             47               25          53
* BS    23             47               25          53
* ME     0              0                0           0
* MS    23             47               25          53
* LL    23             47               25          53
*
*******************************************************************
```

```
***************************************************************
                                                              *
         LANGUAGE GROUPS INSTRUCTED (PART 2):                 *
                                                              *
                                                              *
             AVERAGE PARTICIPATION  AVERAGE PARTICIPATION     *
             PERCENT OF MAJOR       PERCENT OF MAJOR          *
             CONTENT AREAS TAUGHT   CONTENT AREAS TAUGHT      *
             IN SPANISH             IN ENGLISH                *
VERAGE ACROSS                                                 *
LL LANG GROUPS          50                     50             *
EPRESENTED                                                    *
                                                              *
VERAGE ACROSS                                                 *
ESA LANG GROUPS         50                     50             *
EPRESENTED                                                    *
                                                              *
***************************************************************

***************************************************************
                                                              *
         LANGUAGE GROUPS INSTRUCTED (PART 2):                 *
                                                              *
                                                              *
             AVERAGE PARTICIPATION  AVERAGE PARTICIPATION     *
             PERCENT OF MINOR       PERCENT OF MINOR          *
             CONTENT AREAS TAUGHT   CONTENT AREAS TAUGHT      *
             IN SPANISH             IN ENGLISH                *
VERAGE ACROSS                                                 *
LL LANG GROUPS          46                     54             *
EPRESENTED                                                    *
                                                              *
VERAGE ACROSS                                                 *
ESA LANG GROUPS         46                     54             *
EPRESENTED                                                    *
                                                              *
***************************************************************

***************************************************************
                                                              *
         LANGUAGE GROUPS INSTRUCTED (PART 2):                 *
                                                              *
                                                              *
             AVERAGE PARTICIPATION  AVERAGE PARTICIPATION     *
             PERCENT OF ALL         PERCENT OF ALL            *
             CONTENT AREAS TAUGHT   CONTENT AREAS TAUGHT      *
             IN SPANISH             IN ENGLISH                *
VERAGE ACROSS                                                 *
LL LANG GROUPS          47                     53             *
EPRESENTED                                                    *
                                                              *
VERAGE ACROSS                                                 *
ESA LANG GROUPS         47                     53             *
EPRESENTED                                                    *
                                                              *
***************************************************************
```

Page 1

1st Grade

```
COLLAPSING ACROSS ALL CLASSROOMS SUBMITTED (N = 18):
****************************************************************
*
*                      LANGUAGE GROUPS INSTRUCTED IN
*                            LANGUAGE ARTS:
*
*                     AVERAGE PARTICIPATION    AVERAGE PARTICIPATION
*                     PERCENT PER CLASSROOM    PERCENT PER CLASSROOM
*                     OF LANG ARTS DEVOTED     OF LANG ARTS DEVOTED
*                     TO SPANISH LANG ARTS     TO ENGLISH LANG ARTS
*
*
*        BB                   39                        61
*        BE                   16                        84
*        BS                   68                        32
*        ME                   23                        77
*        MS                   61                        39
*        LL                  100                         0
*
*
* AVERAGE ACROSS
* ALL LANG GROUPS             51                        48
* REPRESENTED
*
* AVERAGE ACROSS
* LESA LANG GROUPS            76                        23
* REPRESENTED
*
*
*
****************************************************************
*
*                      LANGUAGE GROUPS INSTRUCTED IN
*                         MINOR CONTENT AREAS:
*
*                     AVERAGE PARTICIPATION    AVERAGE PARTICIPATION
*                     PERCENT PER CLASSROOM    PERCENT PER CLASSROOM
*                     OF MINOR CONTENT AREAS   OF MINOR CONTENT AREAS
*                     TAUGHT IN SPANISH        TAUGHT IN ENGLISH
*
*
*        BB                   28                        72
*        BE                   19                        81
*        BS                   30                        70
*        ME                   11                        89
*        MS                   34                        66
*        LL                    0                       100
*
*
* AVERAGE ACROSS
* ALL LANG GROUPS             20                        79
* REPRESENTED
*
* AVERAGE ACROSS
* LESA LANG GROUPS            21                        78
* REPRESENTED
*
*
*
****************************************************************
```

LANGUAGE GROUPS INSTRUCTED IN MAJOR CONTENT AREAS:

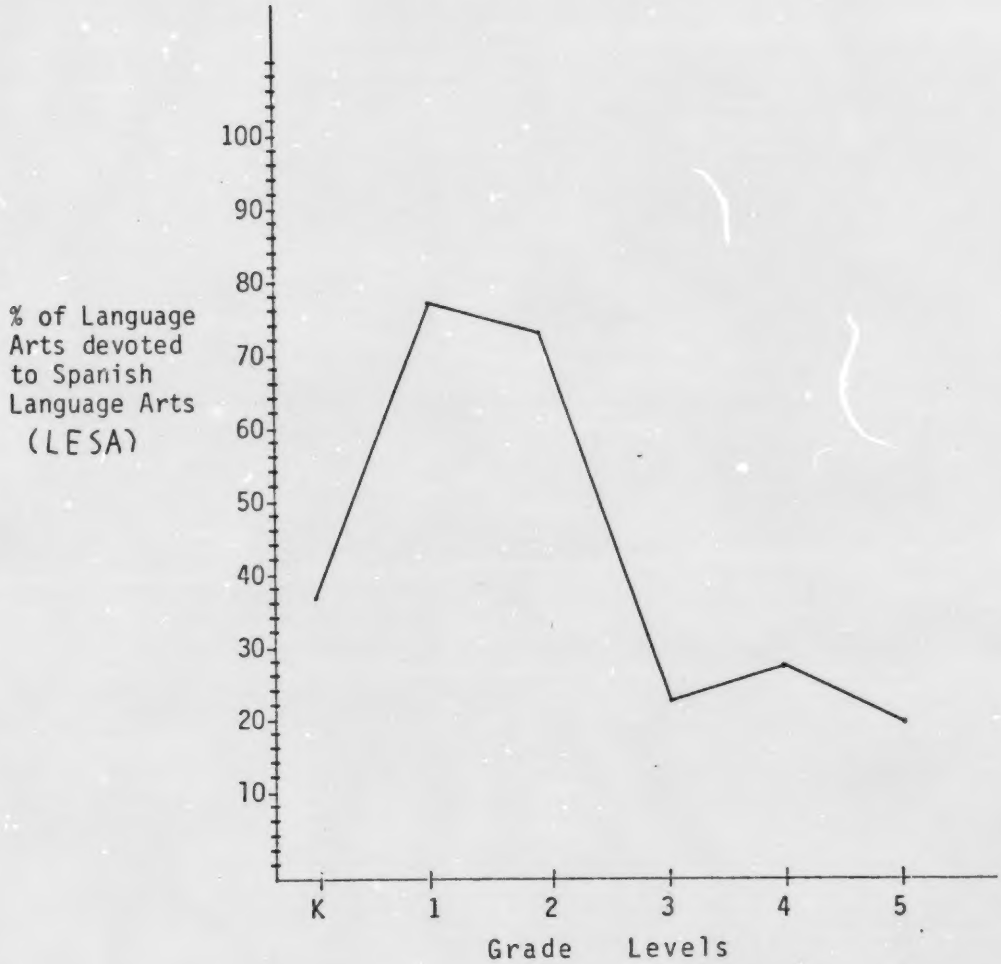
	AVERAGE PARTICIPATION PERCENT PER CLASSROOM OF MAJOR CONTENT AREAS TAUGHT IN SPANISH	AVERAGE PARTICIPATION PERCENT PER CLASSROOM OF MAJOR CONTENT AREAS TAUGHT IN ENGLISH
BB	22	78
BE	13	87
BS	47	53
ME	22	78
MS	43	57
LL	25	75
VERAGE ACROSS LL LANG GROUPS EPRESENTED	28	71
VERAGE ACROSS ESA LANG GROUPS EPRESENTED	38	61

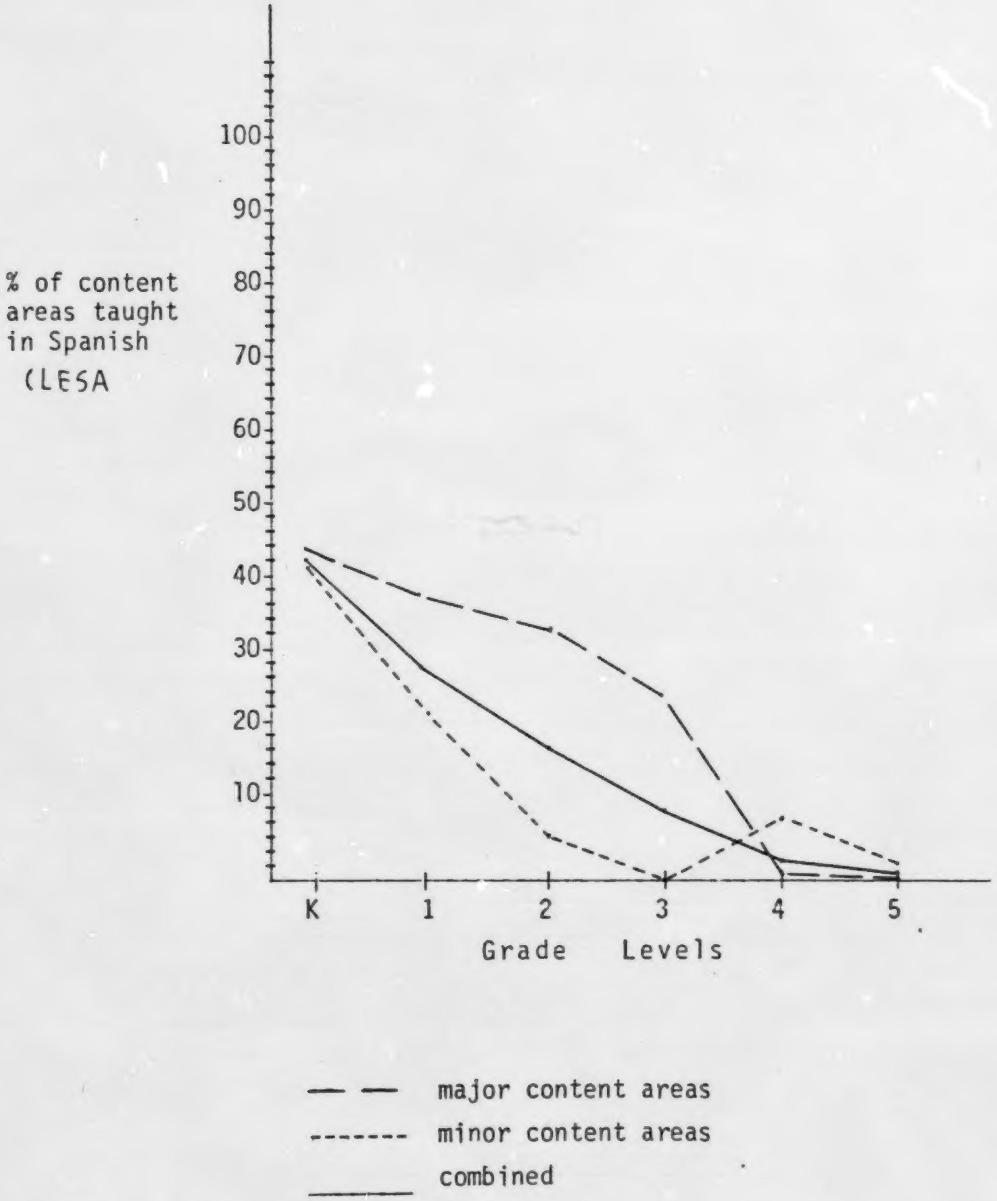
LANGUAGE GROUPS INSTRUCTED IN ALL CONTENT AREAS:

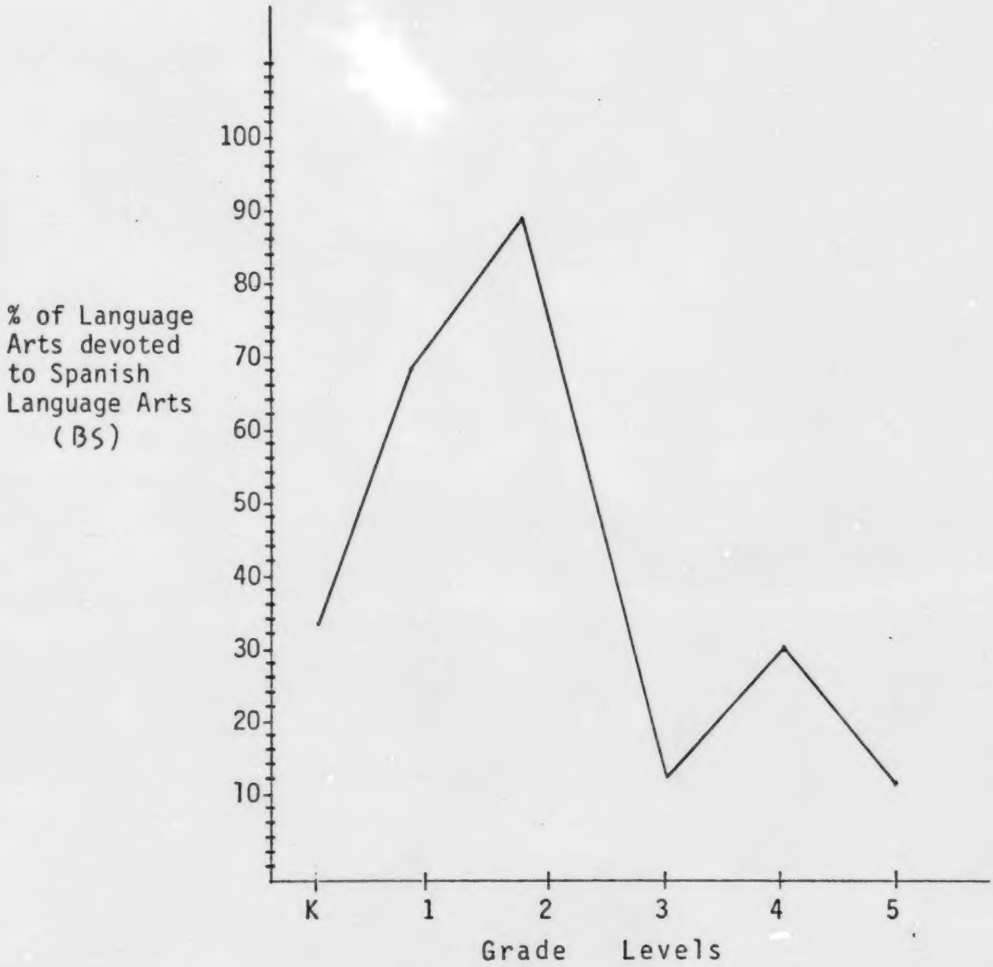
	AVERAGE PARTICIPATION PERCENT PER CLASSROOM OF ALL CONTENT AREAS TAUGHT IN SPANISH	AVERAGE PARTICIPATION PERCENT PER CLASSROOM OF ALL CONTENT AREAS TAUGHT IN ENGLISH
BB	25	75
BE	16	84
BS	38	62
ME	16	84
MS	39	61
LL	9	91
VERAGE ACROSS LL LANG GROUPS EPRESENTED	23	76
VERAGE ACROSS ESA LANG GROUPS EPRESENTED	28	71

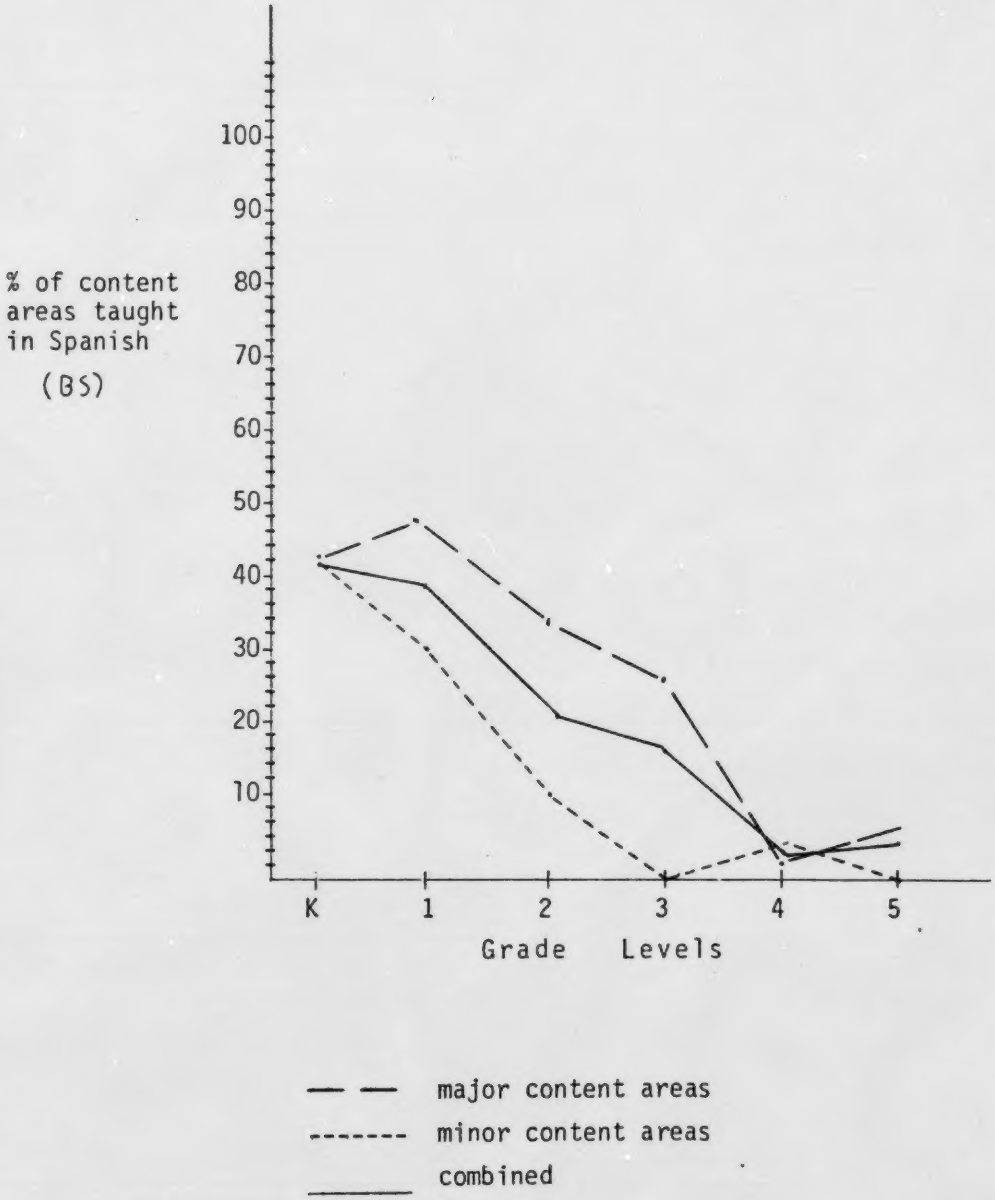
ATTACHMENT XX

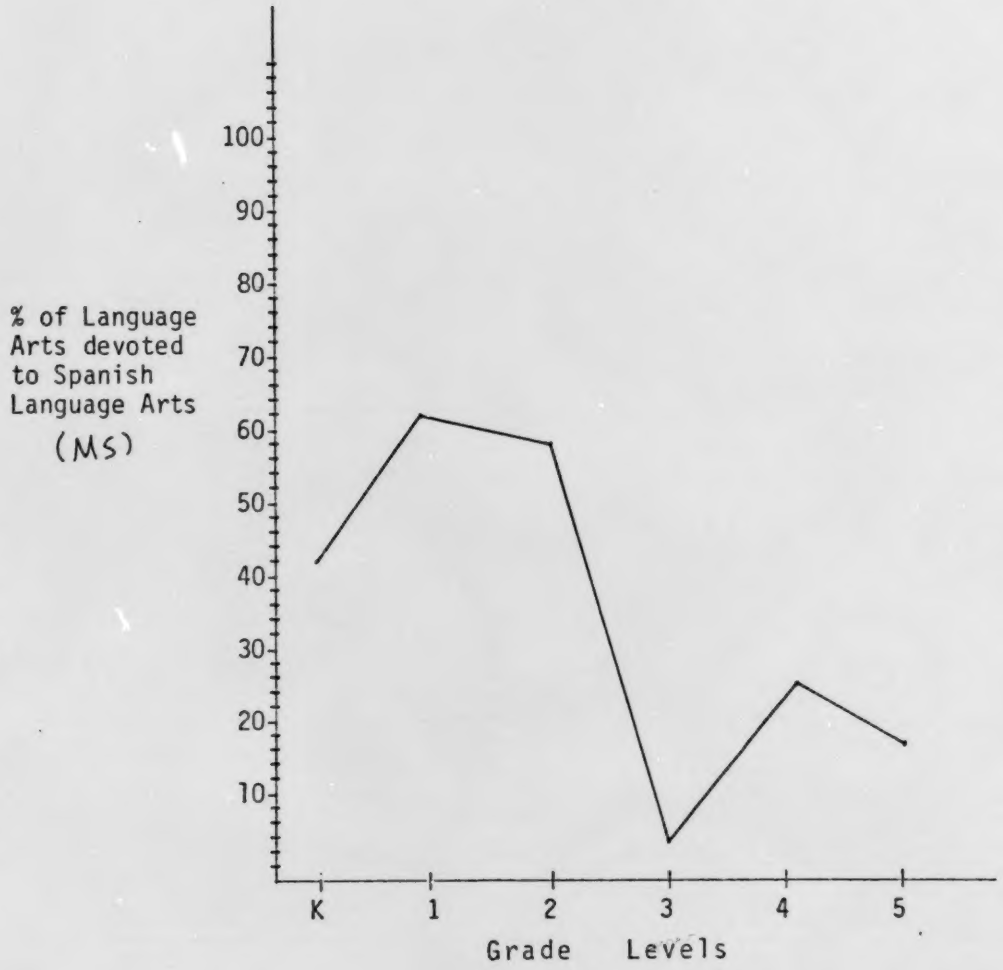
Patterns of Instruction for Different Program Types

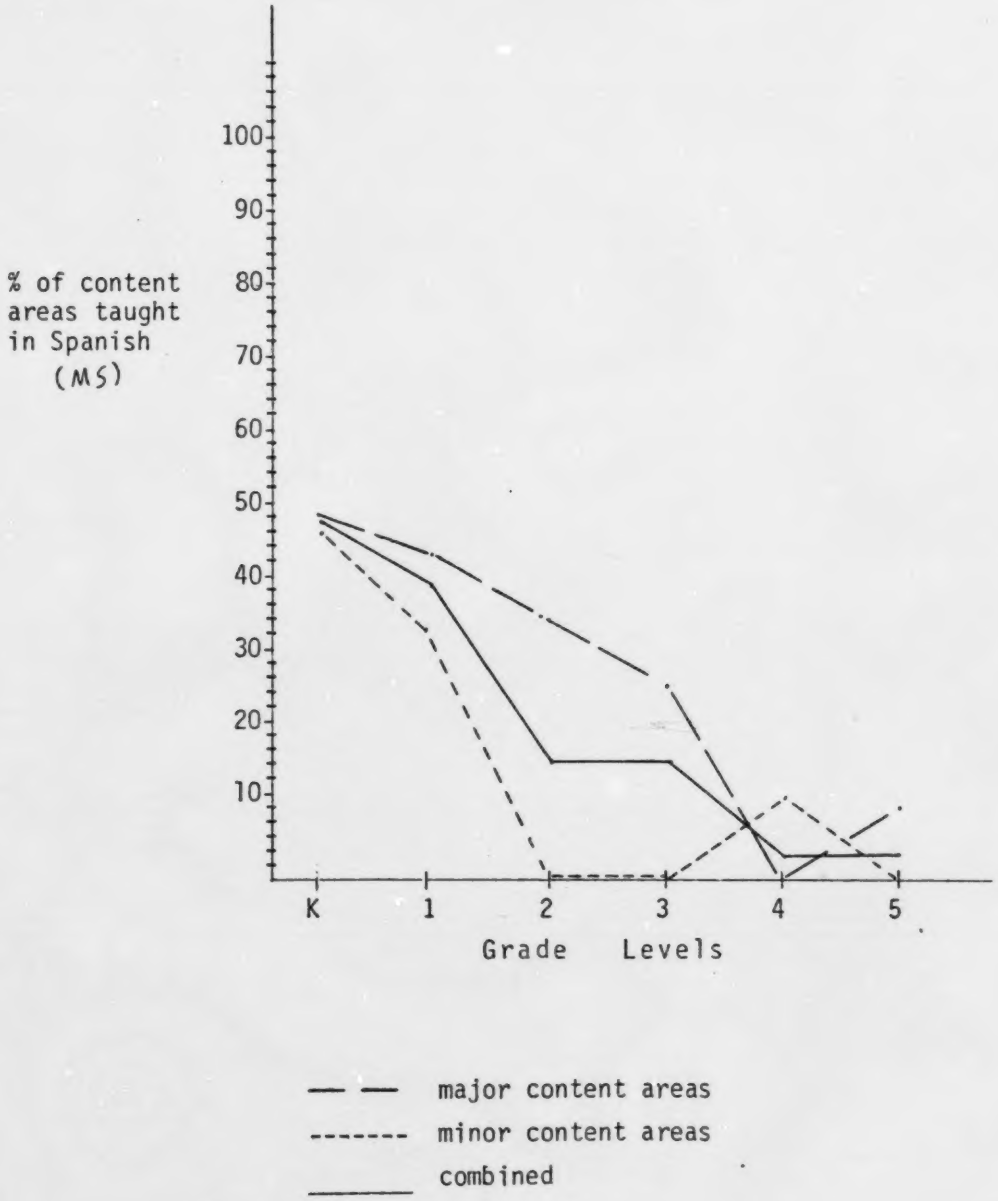

% of Language Arts devoted to Spanish Language Arts
(LESA)
100
90
80
70
60
50
40
30
20
10
K
1
2
3
4
5
Grade Levels

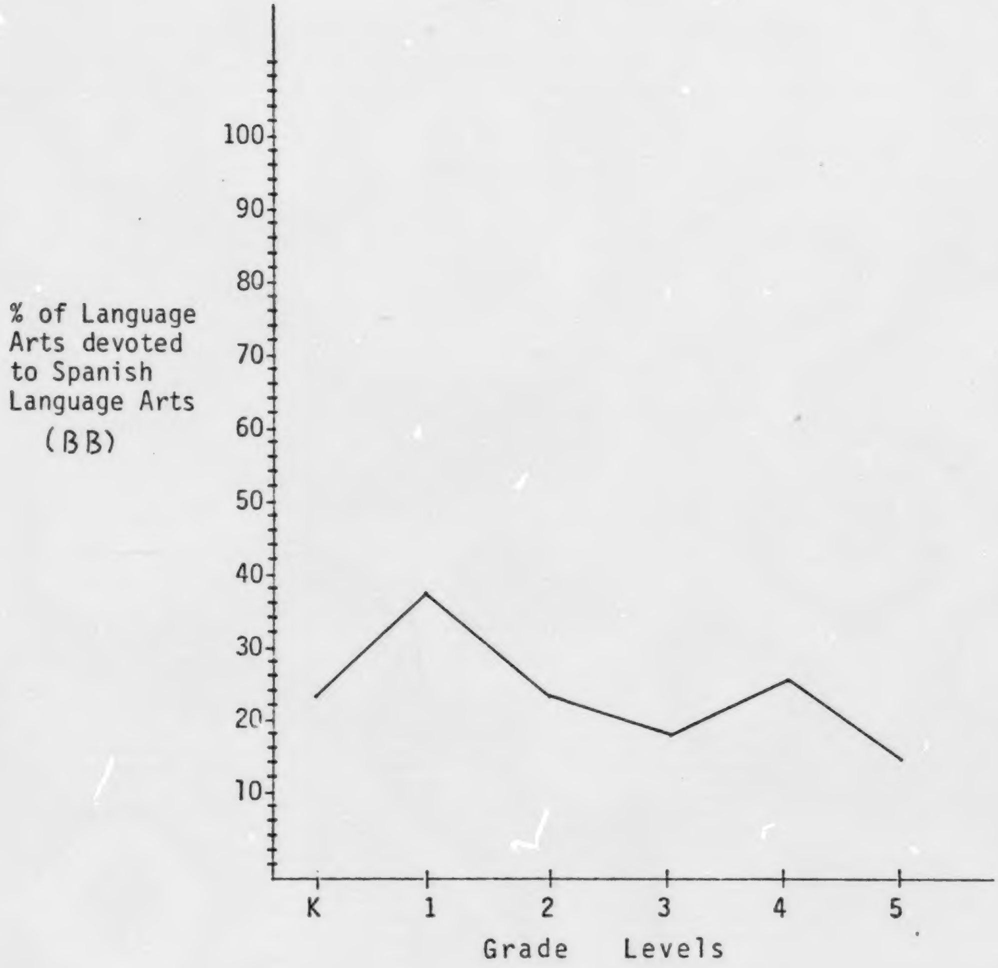

% of content areas taught in Spanish
(LESA
100
90
80
70
60
50
40
30
20
10
K
1
2
3
4
5
Grade Levels
major content areas
minor content areas
combined

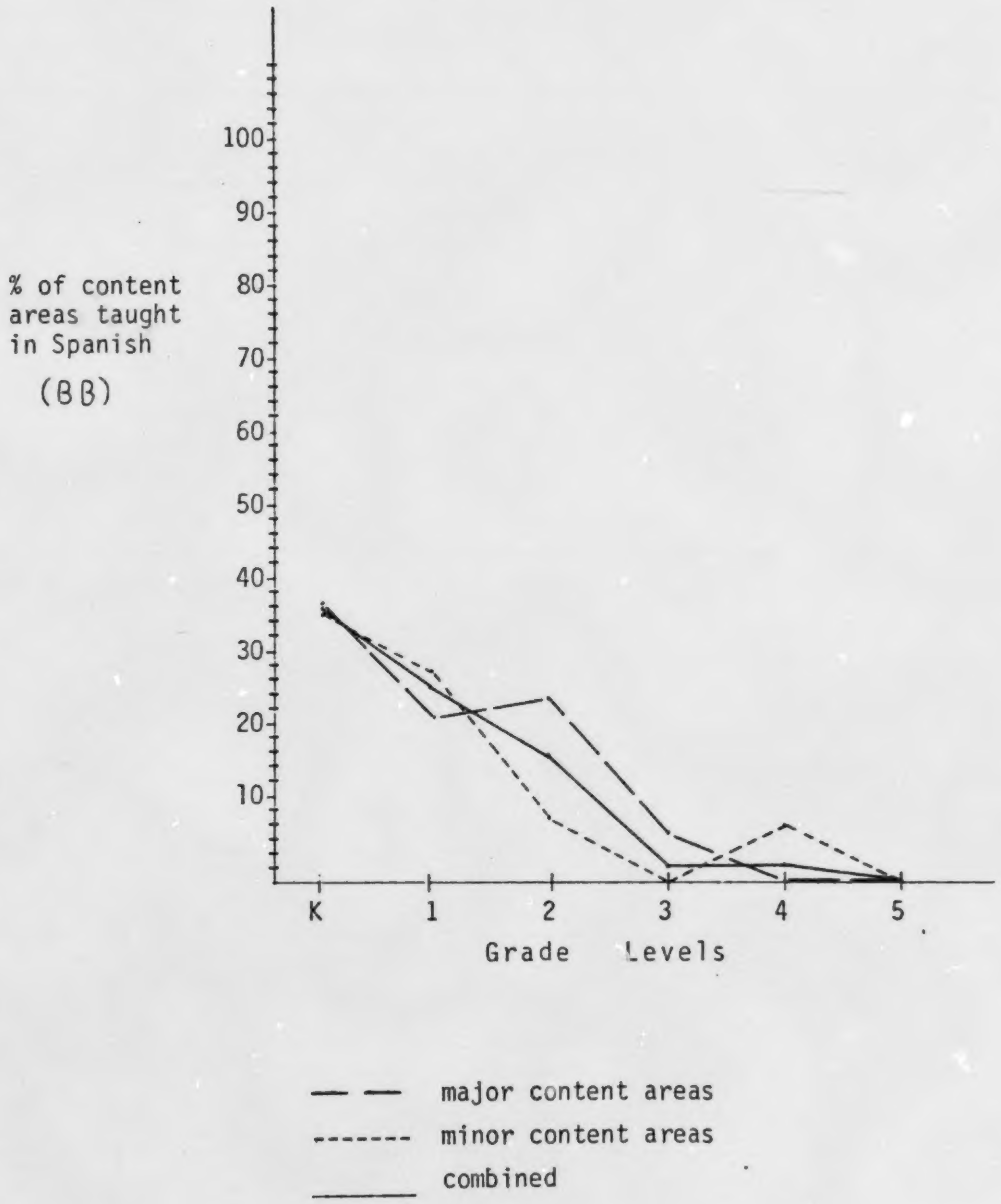

% of Language Arts devoted to Spanish Language Arts (BS)
100
90
80
70
60
50
40
30
20
10
K
1
2
3
4
5
Grade Levels


% of content areas taught in Spanish
(BS)
100
90
80
70
60
50
40
30
20
10
K
1
2
3
4
5
Grade Levels
major content areas
minor content areas
combined


% of Language Arts devoted to Spanish Language Arts
(MS)
100
90
80
70
60
50
40
30
20
10
K
1
2
3
4
5
Grade Levels

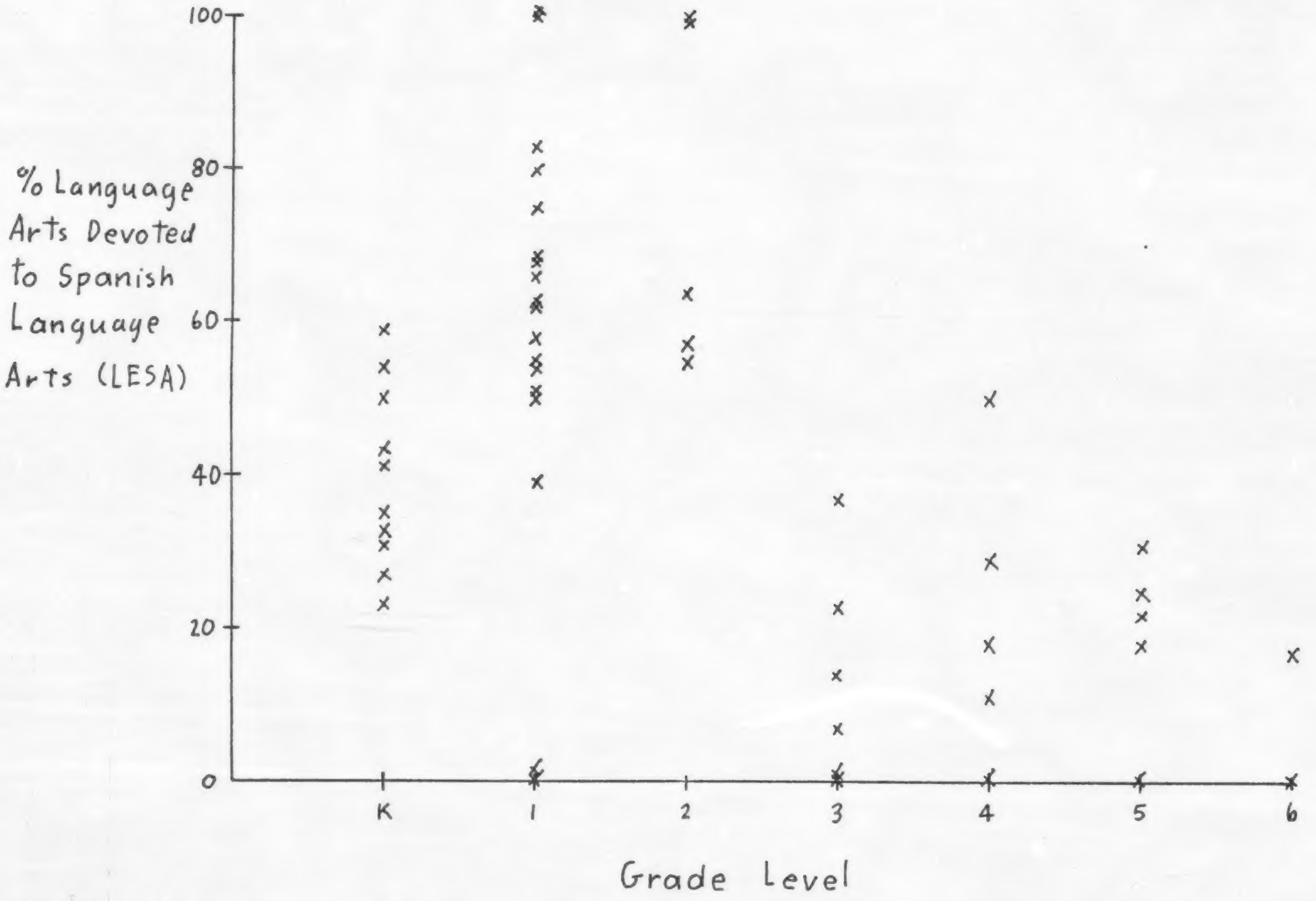

% of content areas taught in Spanish (MS)
100
90
80
70
60
50
40
30
20
10
K
1
2
3
4
5
Grade Levels
— — major content areas
------- minor content areas
——— combined

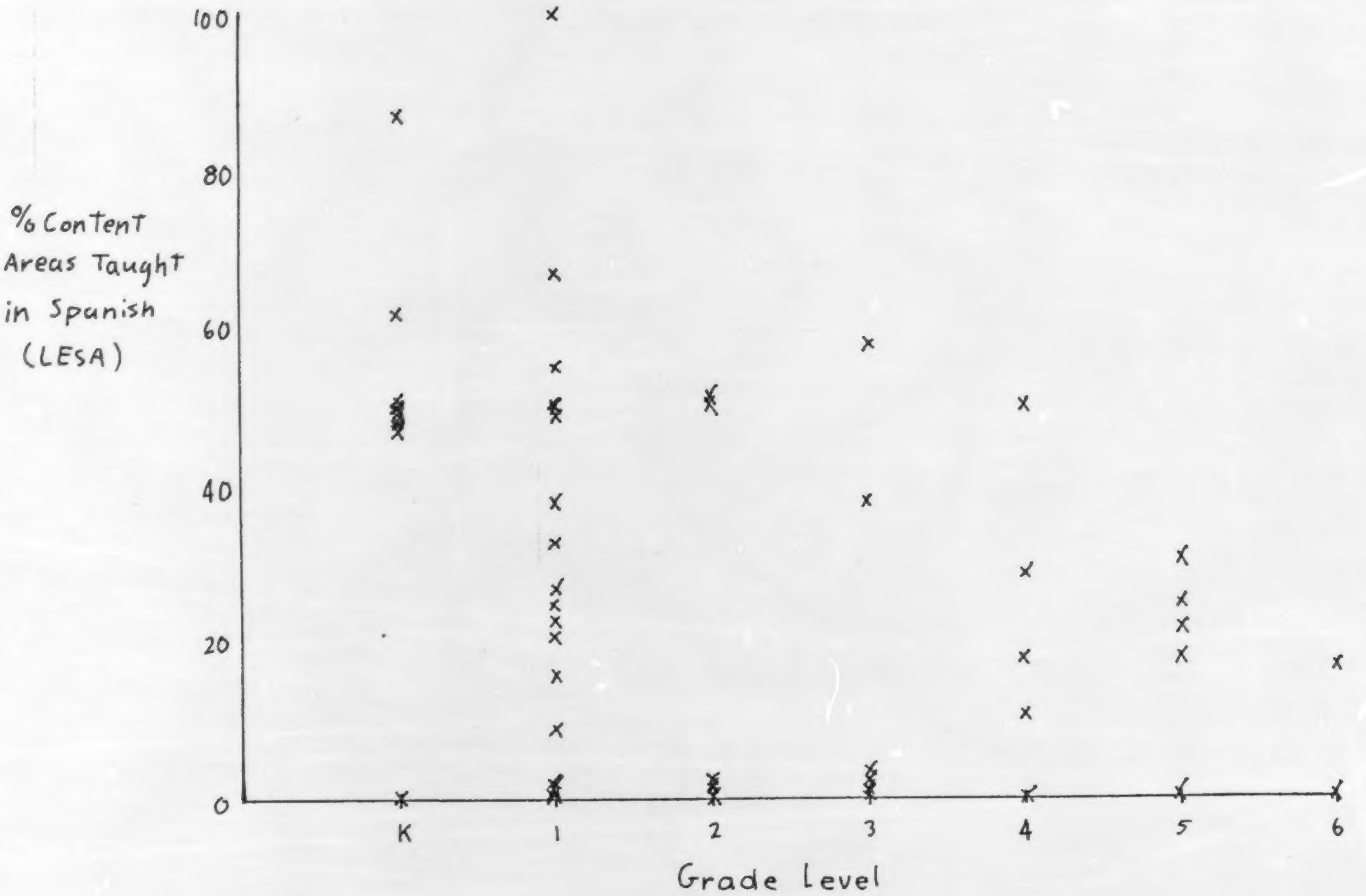

% of Language Arts devoted to Spanish Language Arts
(BB)
100
90
80
70
60
50
40
30
20
10
K
1
2
3
4
5
Grade Levels


% of content areas taught in Spanish
(BB)
100
90
80
70
60
50
40
30
20
10
K
1
2
3
4
5
Grade Levels
major content areas
minor content areas
combined

ATTACHMENT XXI

Scattergrams for Second Urban Site


% Language Arts Devoted to Spanish Language Arts (LESA)
100
80
60
40
20
0
K
1
2
3
4
5
6
Grade Level


100
80
% Content Areas Taught in Spanish (LESA)
60
40
20
0
K
1
2
3
4
5
6
Grade Level

ATTACHMENT XXII

LoU Interview Booklet

SEDL/February 1979

LoU INTERVIEW

INTRODUCTION

1. CHIT-CHAT - WEATHER, ETC.
2. WHY AND WHAT THE STUDY IS ALL ABOUT.
3. TRYING TO FIND OUT ABOUT YOUR USE OF BILINGUAL EDUCATION.
4. PURPOSE IS TO DESIGN A STAFF DEVELOPMENT PROGRAM.
5. I'D LIKE TO THANK YOU FOR GIVING ME THE OPPORTUNITY TO ASK YOU SOME QUESTIONS ABOUT YOUR TEACHING.
6. RE: SOMETHING ABOUT THE RECORDER.
7. FOCUS INTERVIEW - SET OF QUESTIONS.

LoU INTERVIEW

NONUSER

HAVE YOU EVER TAUGHT ________________ IN THE PAST? IF SO, WHEN?

WHY DID YOU STOP?

IF YES:

CAN YOU DESCRIBE FOR ME HOW YOU ORGANIZED YOUR USE OF ________________?

WHAT PROBLEMS YOU FOUND?

WHAT EFFECTS IT APPEARED TO HAVE ON STUDENTS?

WHEN YOU ASSESS ________________ AT THIS POINT IN TIME, WHAT DO YOU SEE AS THE STRENGTHS AND WEAKNESSES?

ACQUIRING INFORMATION:	ARE YOU CURRENTLY LOOKING FOR ANY INFORMATION ABOUT ________________? WHAT KINDS? FOR WHAT PURPOSES?
O/I-II	HAVE YOU MADE A DECISION TO USE ________________ IN THE FUTURE?
I/II	IF SO, WHEN WILL YOU BEGIN USE?

CONFIGURATION HUNT

Spanish Reading

ARE YOU CURRENTLY TEACHING SPANISH READING?

(If NO - Ask NONUSER questions.)

If YES - Ask the following:

PLEASE DESCRIBE FOR ME THE STRUCTURE OF THE SPANISH READING PROGRAM IN YOUR CLASSROOM.

If needed, ask the following questions to search out minimum criteria:

1. What materials do you use? Are you using the Spanish version?
2. Who is it taught to (language classification of students)?
3. How much time is spent in Spanish reading each day/week?
4. Is there a period specified in the Daily Schedule?

ESL

1. Do you have children in your class of limited English-speaking ability?
2. Do you do anything different in oral English development for these children that you would not normally do for monolingual English-speaking children of the same age? If YES - proceed; If NO - go to NONUSER.
3. Do you do this consistently?
4. Is this something you do frequently (daily? amount of time?)?

CONTENT AREAS

1. Now let's talk about the content areas. Is there any content area (math, science, social studies) that you teach the concepts first in Spanish?

   If YES - proceed; If NO - go to NONUSER.
2. Single out the area, or one of the areas mentioned, and ask, "Do you do this consistently?"
3. Is this something you do frequently (daily? amount of time?)?

Minor Content Areas Proceed as in CONTENT AREAS above.

CULTURE

1. Tell me about any kinds of things that you do that might fall in the area of CULTURE IN THE CLASSROOM.
2. To whom is this taught (language classification of the students)?
3. Do you do this consistently?
4. Is this something you do frequently (daily? amount of time?)?

USER

ASSESSING/ KNOWLEDGE

WHAT DO YOU SEE AS THE STRENGTHS AND WEAKNESSES OF YOUR OWN PROGRAM OF ____________________?

HAVE YOU MADE ANY ATTEMPT TO DO ANYTHING ABOUT WEAKNESSES? (PROBE THOSE THEY MENTIONED SPECIFICALLY.)

ACQUIRING INFORMATION

ARE YOU CURRENTLY LOOKING FOR ANY INFORMATION ABOUT ____________________?

WHAT KIND?

FOR WHAT PURPOSES?

LoU V

DO YOU WORK WITH OTHER PEOPLE IN YOUR USE OF ____________________?

HAVE YOU MADE ANY CHANGES IN YOUR USE OF ____________________ BASED ON THIS JOINT EFFORT?

IF YES:

1. HOW DO YOU WORK TOGETHER?
2. HOW OFTEN?
3. WHAT DO YOU SEE AS THE EFFECTS OF THIS COLLABORATION?
4. ARE YOU LOOKING FOR ANY PARTICULAR KIND OF INFORMATION IN RELATION TO THIS COLLABORATION?
5. DO YOU TALK WITH OTHERS ABOUT YOUR JOINT EFFORT (collaboration)? IF SO, WHAT DO YOU SHARE WITH THEM?
6. HAVE YOU ASSESSED, EITHER FORMALLY OR INFORMALLY, HOW YOUR COLLABORATION IS WORKING?
7. WHAT PLANS DO YOU HAVE FOR WORKING TOGETHER IN THE FUTURE?

   IF YES, ask next question; if NO, proceed to sharing.

8. ARE YOU CONSIDERING OR PLANNING TO MAKE MAJOR MODIFICATIONS OR REPLACE ____________________ AT THIS TIME?

SHARING

DO YOU EVER TALK WITH OTHERS ABOUT ____________________?

ASSESSING

(HAVE YOU CONSIDERED ANY ALTERNATIVES OR DIFFERENT WAYS OF DOING THINGS WITH ____________________?)

ARE YOU DOING ANY EVALUATING? EITHER FORMALLY OR INFORMALLY, THAT WOULD AFFECT YOUR USE OF ____________________?

HAVE YOU RECEIVED ANY FEEDBACK FROM STUDENTS THAT WOULD AFFECT THE WAY YOU'RE TEACHING ____________________?

WHAT HAVE YOU DONE WITH THE INFORMATION THAT YOU GET?

III/IVA/IVB	HAVE YOU MADE ANY CHANGES RECENTLY IN HOW YOU USE ____________________ ? WHAT? WHY? HOW RECENTLY?
II/IVA/IVB	ARE YOU CONSIDERING MAKING ANY (OTHER) CHANGES?
PLANNING/ STATUS REPORTING	IN LOOKING AHEAD TO LATER THIS YEAR, WHAT PLANS DO YOU HAVE IN RELATION TO YOUR USE OF ____________________?
III-V/VI	ARE YOU CONSIDERING OR PLANNING TO MAKE MAJOR MODIFICATIONS OR REPLACE _________________________ AT THIS TIME?

ATTACHMENT XXIII

LoU Rating Sheet

LEVEL OF USE RATING SHEET

Tape #:
Date: / /
Site:
I.D. #:
Interviewer:
Rater:

Level	Knowledge	Acquiring Information	Sharing	Assessing	Planning	Status Reporting	Performing	Overall LoU
Non-Use D.P. A	0	0	0	0	0	0	0	0
Orientation D.P. B	I	I	I	I	I	I	I	I
Preparation D.P. C	II	II	II	II	II	II	II	II
Mechanical Use D.P. D-1	III	III	III	III	III	III	III	III
Routine D.P. D-2	IVA	IVA	IVA	IVA	IVA	IVA	IVA	IVA
Refinement D.P. E	IVB	IVB	IVB	IVB	IVB	IVB	IVB	IVB
Integration D.P. F	V	V	V	V	V	V	V	V
Renewal	VI	VI	VI	VI	VI	VI	VI	VI
User is not doing:	ND	ND	ND	ND	ND	ND	ND	
No information in interview:	NI	NI	NI	NI	NI	NI	NI	

Past User _____ Estimated past LoU _____

The amount of information in the interview was:	insufficient for rating	1	2	3	4	5	6	7	very adequate for rating
The interviewee:	does not fit on the chart	1	2	3	4	5	6	7	fits well on the chart
The interviewee:	was very difficult to interview	1	2	3	4	5	6	7	was no problem to interview

ATTACHMENT XXIV

Questionnaire on the Teaching of English as a Second Language

Questionnaire on the Teaching of Spanish Reading

QUESTIONNAIRE ON THE TEACHING OF ENGLISH AS A SECOND LANGUAGE

Southwest Educational Development Laboratory
Division of Bilingual and International Education
211 East Seventh Street
Austin, Texas 78701

APRIL 1979

BEST COPY AVAILABLE

NAME____ Date____________

DISTRICT________________________ SCHOOL__________________ GRADE__________

QUESTIONNAIRE ON THE TEACHING OF ENGLISH AS A SECOND LANGUAGE (ESL)

The purpose of this questionnaire is to obtain information about the teaching of English as a Second Language (ESL) in the bilingual classroom. The responses from this questionnaire will be used to design inservice education for teachers, and will not be used to evaluate teacher knowledge, skills, or attitudes. Thank you for taking time to complete this task.

1. Do you have children in your class of limited English-speaking ability? (Check one)

   Yes_____ No_____ If No, go to page , Part A.

2. Do you do anything different in oral English development for these children that you would not normally do for monolingual English-speaking children of the same age? (Check one)

   Yes______ If Yes, answer questions 3-5.

   No ______ If No, go to page , Part A.

3. How much time is spent on ESL each day (or week)? ________________________

4. Is there a period specified in the daily schedule?

   Yes_____ No_____

5. Please circle the statement which most accurately describes your present involvement with ESL, for each of the following sets of statements:

PLEASE READ ALL STATEMENTS CAREFULLY AND CIRCLE ONE:

1.1 I am in the process of trying to learn how to teach ESL with most of my personal efforts being directed toward logistics, time, management, resource organization, etc.

1.2 My ESL program is going along satisfactorily with few, is any, problems. No changes, or only minor changes, in my use of ESL have been initiated or are currently under consideration.

I AM PRESENTLY OR HAVE BEEN WITHIN THE PAST THREE MONTHS

1.3 experimenting with some new ways of doing things to see if I can't get greater student involvement and achievement.

1.4 meeting with other teachers on a regular basis for the purpose of increasing the English language skills of our limited English-speaking students. We have already made some changes which we feel will achieve this end.

1.5 experimenting with some additional, or very different, ways of teaching ESL to my limited English-speaking students that I believe will be more effective with these children.

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PLEASE READ ALL STATEMENTS CAREFULLY AND CIRCLE ONE:

2.1 I don't remember doing any formal or informal planning in the past three months that is related to my program of ESL.

I HAVE BEEN WITHIN THE PAST THREE MONTHS OR AM CURRENTLY IN THE PROCESS OF

2.2 meeting with other teachers on a regular basis for the purpose of planning specific ways to increase student achievement in English language proficiency.

2.3 planning some changes in my own ESL program that I believe will significantly improve the English language proficiency of my students.

2.4 planning specific activities and/or changes in my ESL program that relate primarily to my present use of the resources and personnel we have available.

2.5 planning specific changes in my ESL program that relate primarily to managerial, organizational, or logistics kinds of problems.

2.6 planning for increasing student English language skills through greatly modifying or replacing our present program of ESL.

PLEASE READ ALL STATEMENTS CAREFULLY AND CIRCLE ONE:

3.1 I don't remember doing any formal or informal assessment of my ESL program within the past three months.

AT SOME POINT WITHIN THE PAST THREE MONTHS

3.2 I have assessed my collaborative efforts with others and the impact of my collaboration on the English language skills of my limited English-speaking students.

3.3 I have been assessing the advantages and disadvantages of particular means for greatly modifying or replacing my present program of ESL instruction for the purpose of improving student achievement.

3.4 I have done some evaluating (either formally or informally) of ESL programs and find that no change, or only minor changes, are needed in my program for the immediate future.

3.5 I have appraised the strengths and/or weaknesses of my ESL program in terms of time and management problems and how well the students like it.

3.6 I have assessed my ESL program and, based on that assessment, I have made several minor changes, or a major change, for the purpose of improving student achievement.

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PLEASE READ ALL STATEMENTS CAREFULLY AND CIRCLE ONE:

4.1 I don't remember sharing information about my ESL program with anyone during the past three months.

WHEN I HAVE SHARED INFORMATION WITH SOMEONE ABOUT MY SPANISH READING PROGRAM DURING THE PAST THREE MONTHS

4.2 we have generally talked about ways of reducing time and management problems.

4.3 we have generally discussed ways I have changed my program to improve student achievement.

4.4 we have generally discussed ways I collaborate with others to improve student achievement.

4.5 I have usually described my present program and talked about how well satisfied I am with it.

4.6 We have generally talked about alternatives for improving student achievement, that could replace or greatly modify my present program (that would improve the English language proficiency of my students).

PLEASE READ ALL STATEMENTS CAREFULLY AND CIRCLE ONE:

5.1 I feel my present program of ESL instruction has been moving along satisfactorily over the past few months and, therefore, am not looking for any new information at this time.

I HAVE BEEN (WITHIN THE PAST THREE MONTHS), OR CURRENTLY AM, IN THE PROCESS OF

5.2 seeking information on ways of changing my ESL program to increase the English language proficiency of my of students.

5.3 looking for information and materials, for the purpose of increasing student achievement in English language proficiency, which can replace or greatly modify our present program of ESL.

5.4 seeking information and opinions about how to collaborate with others in order to increase the English language proficiency of our students.

5.5 looking for information about ways of reducing the amount of time and work required to teach my present program of ESL.

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PLEASE READ ALL STATEMENTS CAREFULLY AND CIRCLE ONE:

6.1 I know of other means that could be used to replace or greatly modify those that we are currently using, which would improve the English language proficiency of my students.

6.2 My knowledge of teaching ESL includes an understanding of the requirements for both short and long term activities, and I am able to conduct those activities within a minimum of stress.

6.3 I know how to collaborate with others in order to increase the ESL English language proficiency of our students.

6.4 I know both the cognitive and affective consequences of teaching ESL to my students and ways of changing my program in order to increase student achievement.

6.5 I know the day-to-day requirements of teaching ESL and the short-term effects those activities have on my students.

STOP, DO NOT ANSWER THE QUESTIONS ON PARTS A AND B.

PART A - NOT TEACHING ENGLISH AS A SECOND LANGUAGE (ESL)

1. Are you presently (or have been in the past three months) looking for any information about ESL? Yes_____ No _____

If Yes, what kinds of information have you been seeking and for what purposes?

____

____

____

2. Have you made a decision to use ESL in the future?

Yes______ No______

If Yes, when will you begin use?_______________

3. Have you taught ESL in the past?

Yes______ If Yes, go to Part C NO______

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PART B - NOT TEACHING ENGLISH AS A SECOND LANGUAGE BUT TAUGHT IT IN THE PAST

1. When did you teach ESL?____________________

2. Why did you stop?____________________

3. When you assess ESL at this point in time, what do you see as the strengths and weaknesses of ESL, as used in that situation?

Based on concepts from the Levels of Use chart and Concerns-Based Adoption Model (CBAM) developed at The University of Texas Research and Development Center for Teacher Education.

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QUESTIONNAIRE ON THE TEACHING OF SPANISH READING

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
DIVISION OF BILINGUAL AND INTERNATIONAL EDUCATION
211 East Seventh Street
Austin, Texas 78701

MARCH 1979

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NAME____DATE______________

DISTRICT______________________________SCHOOL________________GRADE_____

QUESTIONNAIRE ON THE TEACHING OF SPANISH READING

The purpose of this questionnaire is to obtain information about the teaching of Spanish Reading in the bilingual classroom. The responses from this questionnaire will be used to design inservice education for teachers, and will not be used to evaluate teacher knowledge, skills, or attitudes. Thank you for taking time to complete this task.

1. Do you currently teach Spanish Reading in your classroom? (Check one)

   Yes____ If Yes, answer questions 2-6. No_____ If No, go to page 4, Part A.

2. What materials do you use (please include the language of the materials)?

   ____

   ____

   ____

3. What is (are) the language classification(s) of the students to whom Spanish Reading is taught?______________________________

   ____

4. How much time is spent in Spanish Reading each day (or week)?______________

   ____

5. Is there a period specified in the daily schedule? Yes_____ No_____

6. Please circle the statement which most accurately describes your present involvement with Spanish Reading, for each of the following sets of statements:

PLEASE READ ALL STATEMENTS CAREFULLY AND CIRCLE ONE:

1.1 I am in the process of trying to learn how to teach Spanish Reading with most of my personal efforts being directed toward logistics, time, management, resource organization, etc.

1.2 My Spanish Reading program is going along satisfactorily with few, if any, problems. No changes, or only minor changes, in my use of Spanish Reading have been initiated or are currently under consideration.

I AM PRESENTLY OR HAVE BEEN WITHIN THE PAST THREE MONTHS

1.3 experimenting with some new ways of doing things to see if I can't get greater student involvement and achievement.

1.4 meeting with other teachers on a regular basis for the purpose of increasing the Spanish reading achievement of our students. We have already made some changes which we feel will achieve this end.

1.5 experimenting with some additional, or very different, ways of teaching Spanish reading to my Spanish-speaking students that I believe will be more effective with these children.

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PLEASE READ ALL STATEMENTS CAREFULLY AND CIRCLE ONE:

2.1 I don't remember doing any formal or informal planning in the past three months that is related to my program of Spanish reading.

I HAVE BEEN WITHIN THE PAST THREE MONTHS OR AM CURRENTLY IN THE PROCESS OF

2.2 meeting with other teachers on a regular basis for the purpose of planning specific ways to increase student achievement in Spanish reading.

2.3 planning some changes in my own Spanish reading program that I believe will significantly improve the reading achievement of my students.

2.4 planning specific activities and/or changes in my Spanish reading program that relate primarily to my present use of the resources and personnel we have available.

2.5 planning specific changes in my Spanish reading program that relate primarily to managerial, organizational, or logistics kinds of problems.

2.6 planning for increasing student achievement through greatly modifying or replacing our present program of Spanish reading.

PLEASE READ ALL STATEMENTS CAREFULLY AND CIRCLE ONE:

3.1 I don't remember doing any formal or informal assessment of my Spanish reading program within the past three months.

AT SOME POINT WITHIN THE PAST THREE MONTHS

3.2 I have assessed my collaborative efforts with others and the impact of my collaboration on Spanish reading achievement.

3.3 I have been assessing the advantages and disadvantages of particular means for greatly modifying or replacing my present program of Spanish reading instruction for the purpose of improving student achievement.

3.4 I have done some evaluating (either formally or informally) of Spanish reading programs and find that no change, or only minor changes, are needed in my program for the immediate future.

3.5 I have appraised the strengths and/or weaknesses of my Spanish reading program in terms of time and management problems and how well the students like it.

3.6 I have assessed my Spanish reading program and, based on that assessment, I have made several minor changes, or a major change, for the purpose of improving student achievement.

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PLEASE READ ALL STATEMENTS CAREFULLY AND CIRCLE ONE:

4.1 I don't remember sharing information about my reading program with anyone during the past three months.

WHEN I HAVE SHARED INFORMATION WITH SOMEONE ABOUT MY SPANISH READING PROGRAM DURING THE PAST THREE MONTHS

4.2 we have generally talked about ways of reducing time and management problems.

4.3 we have generally discussed ways I have changed my program to improve student achievement.

4.4 we have generally discussed ways I collaborate with others to improve student achievement.

4.5 I have usually described my present program and talked about how well satisfied I am with it.

4.6 we have generally talked about alternatives for improving student achievement, that could replace or greatly modify my present program (that would improve the reading achievement of my students).

PLEASE READ ALL STATEMENTS CAREFULLY AND CIRCLE ONE:

5.1 I feel my present program of Spanish reading instruction has been moving along satisfactorily over the past few months and, therefore, am not looking for any new information at this time.

I HAVE BEEN (WITHIN THE PAST THREE MONTHS), OR CURRENTLY AM IN THE PROCESS OF

5.2 seeking information on ways of changing my reading program to increase the Spanish reading achievement of my students.

5.3 looking for information and materials, for the purpose of increasing student achievement in Spanish reading, which can replace or greatly modify our present program of Spanish reading instruction.

5.4 seeking information and opinions about how to collaborate with others in order to increase the Spanish reading achievement of our students.

5.5 looking for information about ways of reducing the amount of time and work required to teach my present program of Spanish reading instruction.

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PLEASE READ ALL STATEMENTS CAREFULLY AND CIRCLE ONE:

6.1 I know of other means that could be used to replace or greatly modify those that we are currently using, which would improve the Spanish reading achievement of my students.

6.2 My knowledge of teaching reading in Spanish includes an understanding of the requirements for both short and long term activities, and I am able to conduct those activities within a minimum of stress.

6.3 I know how to collaborate with others in order to increase the Spanish reading achievement of our students.

6.4 I know both the cognitive and affective consequences of teaching reading in Spanish to my students and ways of changing my program in order to increase student achievement.

6.5 I know the day-to-day requirements of teaching reading in Spanish and the short-term effects those activities have on my children.

STOP, DO NOT ANSWER THE QUESTIONS ON PARTS A AND B.

PART A - NOT TEACHING SPANISH READING

1. Are you presently (or have been in the past three months) looking for any information about Spanish reading? Yes______ No______

If Yes, what kinds of information have you been seeking and for what purposes?

______

______

______

2. Have you made a decision to use Spanish reading in the future?

Yes______ No______

If Yes, when will you begin use?______

3. Have you taught Spanish reading in the past?

Yes______ If Yes, go to Part C No______

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PART B - NOT TEACHING SPANISH READING BUT TAUGHT IT IN THE PAST

1. When did you teach Spanish Reading?______________________________

2. Why did you stop?______________________________

3. When you assess Spanish reading at this point in time, what do you see as the strengths and weaknesses of Spanish reading, as used in that situation?

Based on concepts from the Levels of Use chart and Concerns-Based Adoption Model (CBAM) developed at The University of Texas Research and Development Center for Teacher Education.

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